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ABSTRACT

A followup study of 77 graduates of the Glassboro State College master's program in librarianship is presented. This report includes extensive direct quotes from the persons interviewed concerning their evaluation of the Glassboro program and the jobs they now hold. Appendixes include general comments by the graduates, results of previous surveys, a short literature review, and the official description of Glassboro's graduate library education program. (DS/PF)

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The author, while on sabbatical leave (fall semester 1974-75) visited about half the persons who graduated from the Glassboro master's program in librarianship since it began. Interviews averaged two hours in length, and were taped. Graduates were filmed (super-8mm motion picture film) at work in their libraries. The interviews were designed to obtain graduate evaluations of the Glassboro program in detail, and descriptions of the actual job duties and problems which Glassboro should consider in curriculum planning. This report includes the above, and also graduate opinions of the profession, course syllabi, summaries of two surveys of the graduates made earlier by mail, a survey of some South Jersey public library directors, a survey of other library schools indicating such a study as this has probably not been made before, the description of Glassboro's four tracks with course requirements and sequences, and a reprint of an article by two New York City librarians listing specific provisions regarding school libraries extracted from contracts negotiated with school boards around the country. This paper includes extensive direct quotes from the persons interviewed.

Some of the introductory pages are being sent to those who cooperated and other interested persons. Copies of the complete report may be borrowed on interlibrary loan from the Savitz Learning Resource Center at the College, Glassboro, New Jersey 08028. After required distribution, a few copies may be available for purchase. Please contact the Library Education Department if interested in this possibility. Questions, comments and criticisms may be directed to the author at that Department, and will be appreciated.

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BOUQUETS TO -

First and foremost, the graduates of our program who took time out from heavy responsibilities to answer so many questions. They are listed individually elsewhere in this introductory section. Knowing how busy they are, I am still astonished at how their interest in the profession prevailed and produced this study.

My department colleagues (named in a section of this paper) and Mrs.Fern Donohue, our secretary-- for their support and for her assistance.

And to Dean Janice Weaver, and her assistant Don Davis, first for finding some printing money and then for allowing me to use their student assistants for work on collating and sorting the printed sheets for many, many hours: and then for their moral support.

Then Dr.Mark Chamberlain, President of the College, who somehow, in the midst of a permanent budget crisis, found enough money to complete the printing of this paper-- and also for his approving my sabbatical leave in the first place.

Which brings up the Sabbatical Leave Committee, chaired by Dr. Shirley O'Day, which recommended approval of my leave to the President.

The data on the catalog card, reproduced on the title page of the paper, were supplied by Nick Yovnello, who heads the Catalog Department at Savitz LRC, though any errors are mine because I copied his original data onto another card.

Dean Weaver's secretary, Paula Putts, and Mildred Good, her assistant, not only helped with the collating themselves, but also supervised student assistants and in general took a real interest.

Student Kathi Lauzon did some of the typing, and most of the collating and assembly was done by students Maryanne Jordan, Maryclare Sahey, Jeff Weber, Lenni Ronchi, and Andrea Darby.

Errors in the typing must be laid at my own door, for I typed about 97% of the pages myself.

Many thanks to all of you who helped!

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Introduction

In this paper you will find extensive direct quotes from some of the people who know our program best- our master's graduates. Altogether, 77 persons are represented, who comprise about half of all who have graduated since our program began. I cannot emphasize this point too much. These are their own words, given in much detail, and given frankly as far as I could tell.

This paper could have been much shorter, but the more I looked over the material gained from the interviews-- the detailed notes, the tape recordings-- the more I was firmly convinced it would not be of maximum value unless the actual quotes were used to illustrate findings. Actual quotes are often suspect, for they have been used to mislead. The daily press is in the habit, for example, of getting "public opinion" on an issue by sending a reporter out to interview the first six people he meets on the street. I must therefore make it clear that not only are these quotes from a very large sample (one-half); they are complete: i.e., I have not omitted particular ones to alter the picture.

Included in this paper (see appendix) are the results of two earlier surveys taken by mail. Obviously one gets better data and more complete data in person, but the surprising thing is that the data on the three surveys (where the same questions were asked) are comparable. It seems likely that the persons who do respond to any survey are not typical. They are probably more active in their field, more informed, perceive themselves as more in control of their affairs-- this would, if true, mean that a higher proportion of respondents are in, or likely to be in, positions of higher responsibility, which would account for the great interest they expressed in getting more education in the techniques of administration.

Many respondents said they were surprised to find themselves in complete responsibility for a library, in their first positions after graduation. (This is very frequent in school libraries.) One would like to think this is because the school systems have a very high degree of confidence in our graduates (though indeed they do) but based on the comments of our graduates, it seems likely a stronger reason is that the school administration just does not understand what a librarian does, or what the library can do for the school. Again and again, from almost all the school librarians interviewed, I heard that even the teachers do not understand the library. Details are noted within this paper under specific headings.

The State budget situation created a number of problems. There would have been much better returns of the questionnaires sent by mail if we could have afforded to enclose return postage, and the size of the questionnaire meant at least 20¢, possibly 30¢ for a respondent to reply. Along with the length, this was just too much to expect.

(continued)

Indirectly, the budget situation resulted in an agreement under which sabbatical leaves are taken at three-quarters of one's usual salary. The loss of that income meant my family budget was so squeezed that I could not invest as much as would have been desirable in materials and postage. I did tape-record all the interviews, on a total of 64 two-hour cassettes (cost about $4 each), indicating about 128 hours of recorded interviews. The real total is somewhat less, for not every tape was used fully. Each person visited was photographed on super-8mm motion picture film, showing the librarian at work, and people using the library, for a total of 139 cartridges, or about 7 hours of film. (The cost of each cartridge, with developing, was about $5.00.) In addition, of course there was considerable auto mileage; the interviews took place from Atlantic City to the Delaware River, and from Cape May to Morris County.

One byproduct of the survey was that I discovered inconsistencies in our mailing lists and lists of graduates. Apparently those who graduated at mid-year did not get listed in one compilation used by the College, for example; also, a number of our graduates have moved and left forwarding notices which have expired. It did not occur to them to let us know where they are. I found directories of regional and county associations, as well as newsletters of Area libraries, useful in tracing some of them, but others seem gone beyond recall. We are trying now to ask people to send us changes of address-- perhaps a regular newsletter, or an alumni association (suggested by one graduate) would help.

One unexpected problem was merely finding some of the libraries, especially those in schools. Telephone directions were often inaccurate. I have concluded somewhat sadly that most people don't really know what streets they use to get to work, for they are unable to describe them to anyone else.

When I began interviews, the Admissions Office supplied me with two boxes of college catalogs to give each librarian; they felt this was an efficient means to get the new catalogs into the places they would be used for reference, and indeed it was. The librarians all appreciated the catalogs and said they had trouble in the past in obtaining them.

The films I took will be edited later, for use in our own classrooms and perhaps for loan to others. Of course, much of the footage will be eliminated, but the basis is there for several "features" on various aspects of library work. The tapes will not be released at all, for I had promised they would be confidential. Despite my request not to use names, some did; some might lose their jobs if their frank comments on present job situations were known.

More comments as summary will be found on page 22. I will close here with a quotation ascribed to Eric Sevareid: "Every profession, craft and trade now seems half-full of slobs." He never looked at our librarians when he said that. They're great people.

History of Library Education

at Glassboro State College

The College was founded in 1923, and as early as the catalog for 1924-25 we find there was a required course called "Library Methods", lasting 14 weeks at one period per week. The aims of this course were stated as "...give students a working knowledge of libraries" for both school use and in life; "...enable them to instruct others how to use libraries and to interest them in establishing libraries of their own." (All students were then majoring in elementary education and the entire college program was two years.) Included in the course were: Dewey classification; use of the catalogue; judging the value of a book from the title page, introduction, index, etc.; use of reference books; use of the library as "actual experience... under the direction and guidance of the librarian."

This course apparently continued each year. In the catalogs for 1930, 31, 32 we find a course labelled "Education 101: library methods", offered for 10 weeks, one period each week. Probably the course content was similar to the above. It was required, of course.

A graduate program began at Glassboro in 1950, still entirely at the elementary school level. In 1956-57 programs were begun for secondary school education. In the catalog for 1956-57 there is a course "Education 211: Learning materials in audio-visual aids" at three semester hours credit; it was to be taken in the first semester of the sophomore year by those majoring in Kindergarten-Primary or General Elementary-- apparently it was not a part of the secondary program. The description of course Education 211 includes the use of field trips, stereographs, museums, stereoscopes, pictures, stereopticon lanterns and slides, opaque projectors, still films, filmslides, charts, diagrams and graphs, blackboards and bulletin boards, illustrated booklets, maps and globes, sand tables and models, experiments, plays, pageants, puppets and marionettes, silent and sound motion pictures, phonographs, radio and television.

Other courses found in the catalog at this time were: Education 437: storytelling and children's literature for Kindergarten-Primary grades, 2 semester hours; Education 500: locating educational information, 2 s.h. (graduate), including "instruction in techniques of using basic reference tools in Education... indexes, bibliographies, planning research projects...required of all graduate students." Also, Education 506: Investigations into the newer audio-visual aids and techniques, 2 or 3 s.h. This was described as an advanced (graduate) course in AV: it included selecting and purchasing AV aids for classroom use, ways of building such aids into the curriculum, and critical appraisal of AV aids based on the latest research.

(continued)

In the college catalog for 1959-60 is the first appearance of another course: Education 388: Instructional materials for public school teaching, 3 s.h. It included teaching aids- maps, charts, globes, models, filmstrips, films, records, transcripts, tapes, blackboard, chalkboard, television, and development of personal resource files.

In 1959-60 a program was planned for offering a Library Science minor, consisting of 18 semester hours work. This was approved by the State Board of Education, and was open to students majoring in (secondary) English and Social Studies. Seventeen freshmen entered the program in September 1960. In 1960-61 courses were first offered to sophomores. In 1962-63 fourteen students were graduated with Teacher-Librarian endorsements.

In 1963-64 another sixteen seniors completed the program and the library science courses were first offered in extension and in summer session. In 1964-65, the first fulltime staff member was assigned to the program; until then, all teaching was by members of the college library staff. Work was begun on a proposed graduate program in school librarianship. In 1965-66 the Bureau of Teacher Education and a statewide committee on library education directed that, instead, a program be submitted which would include preparation for both schools and public libraries, with at least 30 s.h. in library science, and varied tracks.

In 1966-67 such a proposal was completed; it was submitted in November 1966 and approved by the State Board of Education in March 1967. The first graduate course was offered that fall and at the same time the undergraduate program was opened to elementary school majors; the name was changed from Library Science minor to Teacher-Librarian Program. The second full-time teaching position was established.

The first persons graduated from the new master's program in June 1969. In 1969-70, a third fulltime faculty member was added and the Library Education Department was established by removing teaching from the jurisdiction of the college library. The undergraduate program was revised (with approval) in 1970-71, with the addition of media courses, and a fourth fulltime staff member. In 1971-72 a fifth faculty position was added, which is the present strength.

An average of 18 persons each year complete requirements for the Teacher-Librarian endorsement. Almost twice as many complete the graduate program each year, on the average. Due to the college's computerized data base being programmed to categorize all undergraduates by their major field, it has become almost impossible in recent years to plan for or to contact those who take or have taken the undergraduate 18-hour program. New certification standards (1975) now refer to this as the Associate Educational Media Specialist, with master's program graduates receiving other titles.

Material covering 1959-60 to date is mostly based on a departmental report made to the Vice-President.

The Respondents

Following is an alphabetic list of the graduates of our master's program who cooperated in this survey. They are the ones who really created the report by their patience and understanding, and above all their deep interest in the Glassboro program.

Robert A. Aeschback
Marguerite Arentzen
Richard Blocksom
Helen Boyce
Theda H. Braddock
Mary Richards Butler
Nancy Summerill Butow
Linda Cilento
Priscilla Cugino
Louis Edward DeSiena
Martha C. Fanslau
Ann Fritzsche
Beverly Startt Genetta
(Sue) Arlene Gilbride
E.Goepf *
Karoline Goepfrich
Eugenia Baynes Gordon
Lois B. Greene
Marsha K. Hahn
Eleanor Haines
Marcia Ann Hamas
Ieva Hartman
Bonnie Helig
Gloria Horvay (nee Sievers)
Sandra Kumpel Howley
Madeline Z. Ianni
B. Hope Jacobs **
Geraldine N. Johnson ***
Susann Kaback
Patricia D. Kammer
Mary Kelley
Richard J. King
Sharron L. Knauss
Beatrice Konowitch ****
Alba E. Kowalski
Gladys Kuhlmann
Helen Lillian Lennon *****
Barbara Marie Lewis (nee Moulthrop)
Anita Z. Lyons
Della Stokes Mahaffey
Anthony John Maniglia ****
Elizabeth J. May
Nancy F. May ****
Brenda E. Michaelson *****+
Catherine L. Nipe
Joanne Percival ****
Elaine A. Pipe ****
Olga Prychka
Martha S. Renne
Carole Elizabeth Richards *****+
Alcina Z. Riley
Geraldine Rodio
Margery Sisson Runyan *
Julie Davitt Salisbury
Joyce Koffman Salow *****
Emily Jean Schuler
John Russell Senior
Sister Mary Gerald, O.P. (Walter)
Sister Roseanne Duffy (formerly Sister Judith Anne)
Sandra Carol Smith
Susan Smith
Linda Snyder
Helene Sokoloff
Marie Somers
Felicie Faber Squyres
Charlotte Still
Richard T. Sweeney
Sara B. Tiede
Ellen K. Tiedrich
Florence Volpe
Louise S. Watson (Cordner) *****
Theresa Winslow
Helen Elizabeth Wollny ****
Elinor M. Wuehrmann
Nicholas C. Yovnello
Rita Ziegler
Phyllis Zislin

Footnotes (indicated by symbols following names) are listed on the reverse side of this page.

Footnotes to the alphabetic list of graduates interviewed

* the person was not visited; a copy of the questionnaire was mailed, but their response was a detailed personal letter, from which I was able to extract replies to many of the interview items. (persons not visited were ALL sent copies of the questionnaire for possible response by mail, but few did so.)

** this person was interviewed on June 10, 1974, before the project was begun, because she was leaving soon on her own sabbatical. Upon her return in winter, I sent her a copy of the questionnaire, which she responded to, so her responses in the survey are from both contacts.

*** this person had not yet quite completed the master's program, but I was urged strongly by several graduates to include her because she is already directing a school library with considerable skill and appears widely respected for her innovations and leadership.

**** these persons were not visited; they returned the mail questionnaires, completely filled out. (Mail questionnaires were identical to the ones used in personal interviews; the only difference was of course the lack of opportunity for explanation and extensive give and take.)

***** these persons were interviewed at home, because sufficient time on the job could not be found for the interview.

****** these persons were interviewed at home; they left library positions in order to raise families.

Every name listed without a footnote symbol constitutes an actual on-the-job interview, of a graduate.

The total number of on-the-job interviews is 64.

Personal interviews held at the person's home: 5

Total personal interviews: 69.

Data based solely on returns of mail questionnaires: 6

Data based solely on personal letters: 2

Total persons with data obtained by mail: 8

Total persons supplying data: 77

Chronology of this Project

March 4, 1974: received notice from Dr.Shirley O'Day, chairman of the Sabbatical Leave Committee, that leaves would be available; applications must be in by April 1.

March 14, 1974: submitted my application to the President.

March 19, 1974: President acknowledged receipt; turned over applications to the Sabbatical Leave Committee for review.

May 6, 1974: notified by President that he was approving the recommendation of the Committee that I be granted leave as requested: for fall semester 1974.

May 8, 1974: Board of Trustees approved the President's recommendation.

May 21, 1974: notified by Business Office (Personnel) of the action; gave details of dates and salary, and enclosed a form for me to sign, agreeing to return to Glassboro for at least one year after end of the leave.

June 1, 1974: sent a letter to all our master's graduates, describing the project, and asking for their cooperation and advice.

June 8, 1974: sent a letter to American Association for Higher Education, requesting they list my project in their "Linking Place" column to solicit advice from other colleges. The project was listed in their September issue. (One reply received)

August 1974: second letter sent to all graduates of master's program, requesting cooperation.

(during this time I had begun drafting the survey instrument, planning coverage, studying the literature, etc.)

Fall 1974: began visits to graduates' libraries, which continued into spring semester.

February 1, 1975: sent brief preliminary report on the project to the President and selected faculty.

February 20, 1975: department requested printing funds from the Dean. ($200 granted, plus student help in assembling pages)

August 3, 1975: requested printing funds from the President. (indefinite amount approved August 8)

Chronology of this Project, continued

The funds approved by Dean Janice Weaver were for fiscal year 1975, and were used by the end of that time (June 30, 1975). That budget could spare no more, which accounts for the request to the President in August. His authorization was essentially open-ended, authorizing me to sign printing requests as needed.

In the meantime, Dean Weaver was making her student workers available continuously for collating of completed sections from the printer. Twice sections came back with text upside down and had to be re-printed; once a new student assembled sheets in reverse; and several times the color-coding I was using to avoid confusion failed because the printer used a different color, being short of the requested paper.

My own estimates of the length of the final paper were off by wide margins, mainly because I did not accurately realize the quantity of material I had obtained in the interviews- both in written notes and on the tapes. I actually thought the entire paper would be 160 pages at one time. Despite the burden composition and typing, and supervision of the printing and assembly proved to be, I never doubted it would have been wrong to omit any of the data. So many people had devoted so much time to being interviewed (and I had devoted so much of my own time and effort) that it was impossible to omit any.

Terms of the sabbatical leave were that recipients would be receiving only three-quarters of their regular salary. I did not fully realize in advance what this would mean, especially in the face of the inflation in consumer prices. It was very harmful to my family's standard of living and I have strongly recommended to the Union and to the President that all leaves hereafter be fully funded; otherwise, the only persons able to accept them will be those with no family responsibilities.

Nor did I succeed in finding any source of reimbursement for expenses. Driving to libraries all over South Jersey, and to several in North Jersey, added up to considerable cost; my tape used to record interviews, and the motion picture film (and the developing costs for the film) brought the total for non-reimbursed expenses to about $2,000. One possibility seemed to be the Council on Library Resources in Washington, whose announcements appeared to indicate they encouraged such research, but they informed me that they aid only those projects not yet begun.

In the fall of 1975, I began to be concerned about methods for binding the final report, and finally settled on the binder covers with flexible metal strips, but no funds were available to buy them. My department finally found some and arrangements were made to drill the holes in the Industrial Education Department. So the project is being completed in November 1975.

CONTENTS

In the following "contents" listings, where it is possible to do so I have very briefly summarized the findings of a section. The reader should not be surprised that in most cases there is no such summary given, for the great variety of responses made by our graduates, which is what makes it worthwhile to actually read all comments, also makes it impossible to sum up so many points of view in a few words.

The study has been color-coded, and the colors of each section are given here.

The paging is not continuous, because the study was written and assembled at such different times, and the printing had to be staggered over such a long period, that at no time was it possible to plan the size of a section. The reader may wish to supply his own continuous paging, and in that case, there are sufficient numbers given here.

I. Introductory Section WHITE

*Acknowledgments........................... 2

*General introduction to the study......... 3-4

History of library education at Glassboro State College................ 5-6

*List of persons interviewed.............. 7-8

Chronology of this project, and some problems......................... 9-10

*Contents/summary.......................... 11- 22
(general summary on page 22)

*indicates sections which are included as summaries of the study, being sent to those who assisted by being interviewed. (Copies of the complete report are being deposited, as promised, in Savitz Learning Resource Center of GSC for interlibrary loan)

II. Information on the Graduates, their Jobs, and Communities

BLUE

BLUE

	Number of pages in each part	Whole no. of pages
Table of contents for the section only	2	23-24
Did you obtain your undergraduate degree at Glassboro? (43% yes, 57% no) Did you take the 18-hour undergraduate Teacher-Librarian program at Glassboro? (32% yes, 68% no)	2	25-26
How many staff members are there in your library? Please describe.	3	27-29
In your present position, are audiovisual materials under the same management as the book collection?	6	30-35
If yours is a school library, how much relative emphasis is there on curriculum-supporting items vs. general reading? If yours is a public library, how about fiction vs. non-fiction? Children's books vs. those for adults?	7	36-42
Please describe the users of your library — if school, the grade levels and total enrollment; type of community (socio-economic levels and/or chief occupations); reading levels; most used types of books or other materials; etc.	8	43-50
How many books do you read in a typical month? (median 4, mean 9) Do you recall any specific titles?	6	51-56

BLUE	Number of pages in each part	**BLUE** Whole no. of pages
Are you now tenured, or under permanent civil service status, or similar protection? If not, do you expect to be? (most school librarians are under tenure; most public librarians are not under civil service)	2	57-58
What professional meetings, institutes, workshops, etc. have you attended recently? (most remembered the place where a workshop was held, but usually not who had sponsored it)	6	59-64
What magazines or journals do you read regularly? (Library Journal is by far the most-mentioned; a second group includes Wilson, Booklist, Hornbook, School Library Journal, Newsweek, Time; no others are close.) (median is 5 titles)	6	65-70
Have you published anything recently, such as articles or letters in a professional journal? (mostly no)	8	71-78
Have you performed or planned any research recently (such as studies of your community, your users, needs, evaluations, etc.? (mostly no)		
What are your goals for your library? For yourself? --- How satisfied are you with how these are progressing?	12	79-90
In your current job, when you recommend the purchase of books, magazines or other educational materials, how often are you reversed by someone else? (except for reasons of budget) Are specific titles omitted?	8	91-98

BUFF

III. Miscellaneous section

BUFF

	Number of pages in each part	Whole no. of pages
Table of contents for this section only	1	99
What barriers to professional and/or personal accomplishment have you encountered? Could Glassboro have done something to help with these in the library education courses? (lack of ALA accreditation; school administrators don't understand libraries)	7	100-106
How did your attitudes toward librarianship change as a result of your library courses at Glassboro? (came to understand there was much more to it than appeared to the user)	10	107-116
Please rate the Glassboro library education faculty as a whole, on the following items: competence in the areas taught; positive attitude toward students; organization of the course work; classroom management; ability to explain difficult points; assignments clear and reasonable; accessibility to students; tolerance for disagreement. (ranked fulltime faculty at least B+ in all areas, with mean at A-; adjunct faculty judged much lower than the fulltime staff)	24	117-140

GREEN

IV. Opinions on the Program

GREEN

	Number of pages in each part	Whole no. of pages
Contents for this section only	2	141-142
What areas were covered in your courses, that you have found little or no need for on the job? (automation; history)	5	143-147
What areas were NOT covered in your courses that you now feel the need for? (many scattered items)	7	148-154
What problems or types of situations were described or pointed out in your library science courses, that you have NOT found on the job? (two-thirds said "none.")	1	155
What problems have you encountered on the job, that you were NOT prepared for by the courses at Glassboro? (relations with administrators; discipline in high schools)	9	156-164
Do you personally believe... (this is a long question, with four choices as to the extent to which students should have elective choices for personal interest or for specialization) (Most preferred to have most courses required of all, with some room left to pursue a specialty)	2	165-166
How do you feel the Glassboro library education program could better contribute to improving the image and status of the professional librarian? (Get ALA accreditation)	9	167-175

GREEN

	Number of pages in each part	Whole no. of pages
Should Glassboro teach students the actual practices found on the job in this area, or should the college teach ideal principles? Why? (most favored teaching actual practices)	7	176-182
Do you personally prefer courses where the emphasis is on textbook and lecture, or on class discussions and projects? (leaning toward discussions and projects)	8	183-190
How should the Glassboro library education emphasis be divided between general principles or philosophy, and practical details of running a library? (emphasis on the practical, without omitting principles)	6	191-196
Should all Glassboro library students be required to take a supervised field experience or internship? (emphatically yes, except when the person is already experienced)	6	197-202

V. Miscellaneous Part II

PINK	Number of pages in each part	Whole no. of pages
Are there any skills, abilities, or characteristics needed on your job, that you feel cannot or should not be taught in college? (everyday routines; personal relations skills; how to teach library use)	8	203-210
As the professional librarian must supervise staff doing clerical or non-professional duties, some people believe the graduate curriculum should include learning how to perform these duties. Do you agree or disagree? (most of the graduates agreed)	8	211-218
How useful do you feel the field trips are, to other libraries and to book suppliers? (very useful)	6	219-224

VI. How well did your Glassboro library courses prepare you for...

GOLDENROD	Number of pages in each part	Whole no. of pages
Contents for this section only	2	225-226
Dealing with colleagues (very well)	4	227-230
Dealing with superiors (little)	4	231-234
Dealing with subordinates (little)	4	235-238
Dealing with suppliers, salesmen (some)	4	239-242
Selection of recreational literature (some)	4	243-246
Selection of specialized non-fiction (very well)	4	247-250
Selection of general non-fiction (not as well)	3	251-253
Acquisitions and ordering (very little)	4	254-257
Circulation methods (very little)	5	258-262
Understanding professional books and articles in librarianship (very well)	2	263-264
Outreach services to groups not usually served (adequate)	3	265-267
Laws, regulations, legal problems of the profession (little)	3	268-270

GOLDENROD

	Number of pages in each part	Whole no. of pages
Evaluating library services (very well)	4	271-274
Handling intellectual freedom issues/censorship (very well)	5	275-279
Understanding the place of libraries in society (very well)	4	280-283
Understanding the physiology and psychology of reading (little)	4	284-287
Understanding major problems in education (little)	4	288-291
Bibliotherapy (little)	4	292-295
Cooperating with other libraries, either formally or informally (adequate)	5	296-300
Studying your users and their needs (adequate)	4	301-304
Abstracting and indexing (little)	4	305-308
Commitment to the profession and ethics (very well)	4	309-312
Ability to self-improve continually (very well)	4	313-316

WHITE

VII. Specific courses: ratings, comments, criticisms including comments from other parts of the interviews which referred to units within the courses; also includes all syllabi.

WHITE

	Number of pages in each part	Whole no. of pages
Table of contents for this section	2	317-318
501. Library organization and management	22	319-340
502, 503. Studies in literature for children; for young adults	16	341-356
504. Introduction to automation and information retrieval	10	357-366
505. Bibliography and reference	10	367-376
506. History of books and libraries	8	377-384
507, 519, 520. Multimedia in libraries; preparation of inexpensive instructional media; investigations into the newer educational media	18	385-402
508, 511. Advanced cataloging and classification; organization of library materials	12	403-414
510. Selection of materials for public libraries	10	415-424
512, 513, 514. Literature of science; of the humanities; of the behavioral sciences.	16	425-440
600, 601. Current issues in libraries (thesis seminar)	12	441-452

(opinions are too complex to give briefly here)

VIII. Appendices (in varied colors, as marked)

	Number of pages in each part		Whole no. of pages
Contents of this section only	2	BUFF	453-454
General comments by the graduates (comments not easily placed in specific sections, or submitted separately)	12	BUFF	455-466
Previous surveys (results of two surveys of our graduates made earlier, by mail only)	24	PINK	467-490
Survey of public library directors (a mail survey of some South Jersey public library heads concerning Glassboro graduates)	6	YELLOW	491-496
Literature (annotations of a few selected items that were found useful or interesting)	6	BLUE	497-502
Survey of other library schools (results of a letter sent to all ALA-accredited library schools asking if they had performed similar studies)	10	GREEN	503-512
Unions, school libraries, and collective bargaining (reprint of a paper by two AFT librarians in New York City listing issues related to school libraries which were settled by union negotiations)	10	WHITE	513-522
School and public librarianship (the official description of Glassboro's tracks in the graduate library education program)	4	WHITE	523-526

(sections of appendices were color-coded to provide easy searching)

General Summary

In the preliminary report I gave to President Chamberlain and the faculty on February 1, 1975, I referred to several early findings that were so strong they were likely to remain valid for the study as a whole. They were. The points made then were:

1. our graduates perceive our program as very practical, enabling them to step right into a professional position upon graduation.
2. those in school libraries were almost unanimous in feeling that their administrators- and teachers- did not understand the library or the librarian's duties. (In this connection, one of the most prized items in my file is an announcement from the National Association of Elementary School Principals, listing issues of top concern to members: included is one on "playground facilities and equipment" but NOWHERE is there any mention of the school library, or the information needs of the pupils.) Our graduates asked me to have Glassboro build this somehow into the curriculum for teachers and for administrators.
3. those entering the program without library experience must get it before graduation. (We are doing that now)
4. personal relations are the most important part of the job-- relating to library users, staff, and the governing authority as well as general public.
5. they need and want much more "hands-on" work with audiovisual equipment, including basic maintenance.
6. discipline problems in high schools and junior high schools are significantly worse than ten years ago, such that in many schools the librarian is really director of a disciplinary study hall.

It must be stated, and understood, that the program evaluated in these pages no longer exists, in a sense; many of the teachers were adjunct, or no longer with us; the courses are different; and the content has been revised to meet new needs. The present program, with essentially all courses taught by the same five fulltime persons, is now stable and "has the bugs out."

Recent cooperative arrangements with the Rutgers University library school, and the educational media department at Temple University, indicate future trends as well. The (State) Council of Library Education in 1974 assisted in agreements between Glassboro and Rutgers to accept certain core courses for equal student transfer, and to aim at faculty exchange; these are the only two institutions in New Jersey now permitted to offer graduate work in librarianship. This year we have begun a joint program in educational media with Temple. Glassboro's courses are accepted by these universities; now we need to obtain official ALA accreditation of our quality.

INFORMATION ON THE GRADUATES, THEIR JOBS, AND COMMUNITIES

The following section, all on BLUE paper, gives details on the graduates themselves and their current situations. Questions asked are listed on the left.

question	Number of pages in each part	Whole No. of Pages
"Did you obtain your undergraduate degree at Glassboro?"	18 (five questions covered in one numerical sequence)	3 to 20
"Did you take the 18-hour undergraduate Teacher-Librarian program at Glassboro?"		
"How many staff members are there in your library? Please describe."		
"In your present position, are audio-visual materials under the same management as the book collection?"		
"If yours is a school library, how much relative emphasis is there on curriculum-supporting items vs. general reading? If yours is a public library, how about fiction vs. non-fiction? Children's books vs. those for adults?"		
"Please describe the users of your library-- if school, the grade levels and total enrollment; type of community (socio-economic levels and/or chief occupations); reading levels; most used types of books or other materials; etc."	8	21 to 28
"How many books do you read in a typical month? Do you recall any specific titles?"	8	29 to 36
"Are you now tenured, or under permanent civil service status, or similar protection? If not, do you expect to be?"		
"What professional meetings, institutes, workshops, etc., have you attended recently?"	6	37 to 42
"What magazines or journals do you read regularly?"	6	43 to 48

(continued over)

"Have you published anything recently, such as articles or letters in a professional journal?"		
"Have you performed or planned any research recently (such as studies of your community, your users, needs, evaluations, etc.)?	8	49 to 56
"What are your goals for your library? For yourself? --- how satisfied are you with how these are progressing?"	12	57 to 68
"In your current job, when you recommend the purchase of books, magazines or other educational materials, how often are you reversed by someone else? (except for reasons of budget) Are specific titles omitted?"	8	69 to 76

This section includes questions that were not necessary to a narrowly-defined evaluation of the program at Glassboro, but I asked them, and have summarised the replies, because I believe it is important to know something about the people making the said evaluations, and the kinds of job situations they are in.

I will not comment here on the specific replies, as I have done this in each individual part listed above. However, it is a good idea for the serious reader to go through these pages as a part of understanding the library education curriculum, at least as it was when these respondents were in it.

Other information about the graduates may be discerned as a byproduct of responses to other questions in this paper. I have tried to find and note all the responses that would be applicable to these questions, no matter where they came in the interviews, but have certainly missed some.

"Did you obtain your undergraduate degree at Glassboro?"		"Did you take the 18-hour undergraduate Teacher-Librarian program at Glassboro?"
42 (57%)	- - NO - -	50 (68%)
32 (43%)	- - YES - -	24 (32%)

Year degree was received, for those replying "Yes" above		Of persons listed at left, number who took the 18-hour undergraduate Teacher-Librarian program at GSC
1944-	1	
1945-	1	1
1949-	1	
1955-	1	
1958-	1	
1960-	1	
1964-	2	1
1965-	1	1
1966-	4	2
1967-	2	1
1968-	2	2
1969-	1	1
1970-	1	1
1971-	3	1
1972-	4	2
unknown-	6	4
Degree from elsewhere but teacher-librarian 18 hours here.............................		7
	32	24

continued.....

The tabulations on the other side of this sheet indicate proportions of our master's graduates interviewed who attended Glassboro for their undergraduate degrees and/or took the undergraduate (minor) program of 18 hours in "teacher-librarian". The latter program preceded our graduate program and is generally taken by education majors who are in either elementary education or social studies/secondary education. In recent years both of these have been overcrowded areas, perhaps a factor in encouraging students to seek additional certifications, but the main reason has always been that these two majors have the room in their major programs to use their electives for library courses. Other majors have rarely if ever had sufficient electives; they would have to go over the minimum number of courses needed for the bachelor's degree, which few wish to do.

It might be thought that our graduate students are primarily drawn from Glassboro graduates, but only 43% are. Of the others, many have degrees from quite distant areas.

It might also be thought that those who took the 18-hour program would be more likely to "step up" to the master's degree, but only 32% of the master's graduates took the undergraduate program here. (As one or two of the others took undergraduate library work elsewhere, we might say overall that about one-third of our master's graduates took any undergraduate library work.) A countervailing point is that those who have taken undergraduate library work might feel it would be duplication to take a master's in the same subject. As will be noted elsewhere in this report, a few did comment on duplication, but it was rare. By and large the master's graduates did not seem to feel they were repeating old material.

It may seem peculiar to speak of recruiting students at a time when the job market for almost everyone is low, but there are some library jobs open now, and in the long run there will be many, so it is a proper concern for us to investigate where our "prospects" come from. In view of the widespread misconceptions that exist throughout our society as to "what a librarian does", our best likelihood for graduate students would be among those who have already discovered that librarianship is not composed of stamping books out at the circulation desk-- i.e., those who have taken courses in it at the undergraduate level. (We often find that these students are self-recruited from among those who found it interesting to help an alert, understanding librarian when they were in school, or in the local public library.)

Note that we have a small scattering of people-- mainly women-- who took their undergraduate degrees many years ago. Some of these have been teaching in the meantime; some taught briefly, then raised a family, and are now returning to education via the graduate degree. Without fanfare, such programs are realistically a part of "women's lib", for several of our older graduates commented to me in the interviews on how stimulating they found it-- after years with the children-- learning new things and taking on job responsibilities. In the same graduate classes with them were the young women who had worked briefly or not at all after their undergraduate degrees, going directly into the master's program. Both groups have commented on enjoying the contact. This is a value we do not put in the catalog.

Each graduate was asked how many staff there were in his library, and further to describe them as to levels and types. This resulted in some unclear responses: for example, in larger libraries (college and public) the graduate tended to know the numbers of persons in his/her own section, but not the total. And in all types of libraries, the respondent was generally not sure of the exact number of volunteers and other part-time aides, even where the respondent was the director.

The term "aides" covered several possibilities. Respondents tended to use it when they were not sure whether to describe persons as clerks, or as volunteers, or as student helpers.

In listing the staff of a particular library, I have omitted the respondent. For example, "one clerk" describes a situation where the respondent (obviously) is assigned, and in addition has one fulltime clerk. (personnel are full time unless designated PT-- part time)

Elementary schools

A. Librarians with one school

parent volunteers
part-time aide, students
parent volunteers ONLY- librarian teaches
part-time aides
none
"
"
mothers
one fulltime aide, students

B. Librarians with two schools

none
aides

C. Librarians with three schools

none
aides
three clerks

D. Librarians with four schools

parent volunteers
three fulltime aides, part-time secretary

E. Librarian with five schools

parent volunteers

Exact numbers are not given because the respondent was not sure and answered vaguely.

(continued...)

Junior and Middle Schools

none
"
"
"
three parents, students
two part-time clerks
seven parents, students
part-time secretary, students
D.E. student ¼ time, other students
fulltime aide, students
fulltime clerk
fulltime aide, students
fulltime aide, part-time student

High Schools

part-time clerk
clerk, eight students
professional, two paraprofessionals, clerk, part-time student
clerk, students
clerk
paraprofessional, three aides
students
none
aide
secretary, aide
professional, secretary, two aides, 3 students
assistant, students
clerk, part-time technician, volunteers, students
professional, two part-time students, two technicians
professional, clerk, students (both professionals interviewed)
secretary, AV engineer, three part-time aides, volunteers

Colleges

six professionals, some paraprofessionals, etc. (interviewed three members of the staff)
eight professionals, clerks, etc.
about twenty professionals, many clerks (interviewed two members of the staff)
three professionals, two secretaries, seven students (interviewed two members of the staff)

Comparisons among colleges, and from colleges to other libraries, are not possible, due to the greatly varied nature of the colleges and the numbers of students. Similarly, public libraries, tabulated on the next page, present the same problems. Therefore the reader will find it most instructive to compare school library situations. The others are given to present a complete picture of the graduates' job situations.

(continued...)

Public Libraries

four clerks
three professionals fulltime, twenty-five (others?) part-time, many volunteers. (interviewed two staff members)
two professionals, four part-time clerks, three pages part-time (interviewed two staff members)
sixteen (types not specified)
seven
two
ninety-one
four
three professionals, one clerk and students. (interviewed two staff members)
professional, four part-time clerks (interviewed four staff members)
three professionals, three clerks (interviewed two staff members)
one part-time clerk
twenty-three plus
one hundred

Unemployed or working as teachers: four

The information given here helps to explain why so many of our graduates are interested in learning practical routines for the day to day job-- many of them are clearly snowed under by the routines of keeping a library going and have little time or energy for anything but "coping." The situation in elementary schools is worth notice. Until recent years, there were few libraries or librarians in the elementary schools of South Jersey, but Federal aid is credited with changing this. (changes made this year in State Department of Education standards may push the change further and complete it.) Is it really much better to have one librarian dividing her time among five schools, than when there was none at all?

And the situation is worse than it appears, for a number of graduates said the "aides" or "clerks" they were supposed to have, were really shared with the principal (who of course monopolizes their time) or were untrained, or were rotated so frequently as to make any kind of sustained training impossible.

Librarians are still spending a considerable amount of their time on clerical routines that could be performed by a person at a much lower salary. The fact that they do perpetuates stereotypes of librarians as super-clerks, and thus the vicious circle. We at Glassboro must do all we can to encourage better State standards and wider understanding in the school districts, and to prepare our graduates as well as we can for the realities in the meantime.

"In your present position, are audiovisual materials under the same management as the book collection?"

On some surveys, the follow-up phrase "please describe" was added, but was really unnecessary. Almost everyone replied with more than a simple yes or no. I will present the individual comments and descriptions, because they are valuable for understanding the actual status of our graduates on the job in relation to non-print materials. This is an area that comes up in classroom discussion and is also controversial in the profession-- I should say, perhaps, both professions, for despite the new State certificate, audiovisual specialists usually think of theirs as a separate profession. Most of the ones I have talked to have little interest in the "book" area. On the contrary, most of the librarians do have an interest in at least the software of AV, and as such in many school situations are de facto in charge of the software while the audiovisual type takes care of equipment. All sorts of gradations, adjustments, compromises and historical accidents are found here, which makes it an oversimplification to tabulate-- but, for your information, here is a tabulation anyway.

Yes, all audiovisual hardware and software under the same person as the book collection: 50 (67%)

(note: this of course includes all the public and college libraries, which are headed by librarians, though sometimes there is a separate AV section or specialist)

Yes, except for the big pieces of equipment- 2

Yes, except for equipment for classroom use- 1

Yes, except for Title II materials- 1

Mixed: some schools yes, some no (where the person has more than one school) -- 3

Mixed: separate AV department, departments have own software, the library has some of both- 3

departments have software but library is taking it over gradually. Equipment: a part-time duty of a teacher. 1

Software in library, equipment elsewhere-- 4

Both kept in library but purchased by others: 1

Everyone is on his own-- departments and library-- 2

NO- 5 (includes one case where the librarian catalogs the software but does not keep it)

NO, except a few software-- 1 Not appropriate: 1

Not all respondents gave details on the situation (whether audiovisual materials are under the same person as the library books) but all of those who did are quoted here.

"Yes, I have all of them. The big items of equipment are still separate, but the small equipment is now and increasingly in the library-- cassette players, phonographs, 8mm. projectors-- they may be borrowed overnight. The audiovisual department has the 16mm projectors, etc." (high school)

"No, the audiovisual man has 99% of it. I buy a few things, like cassette tapes, and a few filmstrips." (junior high school)

"I have records for circulation, cassettes and tapes for story hour. There are cassettes available to the public through interlibrary loan from the County Library." (public library)

"Yes and no. I'm building an audiovisual collection to prove it can be handled in the library. Someone else is in charge of hardware, and the software is in the departments." (high school)

"I have some 750 filmstrips, viewers for the carrels, and now starting on slides; 125 transparencies, some records. The teachers have some AV materials of their own. Someone else handles AV part-time, which is a relic of the time when there was no librarian-- he repairs and distributes projectors, etc."

"Print and non-print are handled through the same technical services office-- all are purchased through the same person, but there are separate catalogers. Selection of both is done by the professional library staff and by the faculty-- the faculty get half of the book budget, including non-print. Any unspent by each March 1st, the library spends. Librarians review the faculty selections." (county college)

"Audiovisual materials are available to teachers, do not circulate to students. The principals at some schools feel that as I am there so little, AV should be under others: a teacher handles both equipment and materials. One principal is cooperative, one antagonistic." (person has five elementary schools)

"Very little AV here. Discs, film projector. There is access to the Camden and Garden State films. Records are cataloged as usual-- not in the book catalog except when the subject is relevant." (public library)

"Yes, we have all. There is an AV coordinator who handles ordering and distribution of County films, and cares for the machines. Slowly, I am being allowed to order AV materials. The principal used to do it." (elementary school)

"Separate AV division but the library catalogs them and has them in the same card catalog. A teacher has charge of AV as a part-time duty." (high school)

"There are some records for the first time this year. I hope to borrow films for a film series. Have a 16mm projector, slide projector, screen, record player, tape recorder." (public library)

"Items for our own use, yes: use in the Media Center. We lend out cassettes, players. We do not have the projectors, etc., that are for classroom use: 16mm projectors, silent filmstrip projectors, overhead projectors, opaque projectors." (middle school)

"Yes, everything for this school except for music records which the music teacher has. We're building an IMC for the entire school system. When the public library moves out (to its new building) we'll make their old building the IMC." (middle school)

"Decentralized. Each department buys its own AV and so does the library. Department materials are not cataloged, though Middle States and the county superintendent both want it done. I'm finding it impossible to catalog even with extra time, and Middle States is coming again in two years." (high school)

"Some cassettes, filmstrips, films, transparencies; Title II AV materials are with others." (two elementary schools) (Note: I am under the strong impression that schools are told Title II materials need not be segregated from others, that in fact schools are encouraged to handle all as one collection for use. However, this is not the only school I have heard of where the administration believes these must be stored, cataloged, used separately.)

"In one school, I have the equipment. In the others, I have the software. Policies differ in each school. The collection of media is very scant. One school has 600 filmstrips for the whole system, administered by the secretary. These and others are gradually being moved into the library." (this person has four elementary schools)

"Yes, mostly for adults. Problem with who catalogs and who orders materials for children and branches." (county library)

"Yes, the software. Most of it is out in the departments, belongs to them. It will be merged. It is not cataloged now. The English teacher has 2 periods a day for care of AV equipment." (high school)

"Yes. I am developing a multimedia resource center, all cataloged and classified by Dewey." (two elementary schools)

"We have some records, and are ordering slides." (public library)

"Yes, as of this year. We were coming up for Middle Atlantic evaluation but it was postponed one year-- we put on a drive this past year to meet the standards. Some AV was stolen-- all equipment is in a pool, I am responsible for all of it." (high school)

"Yes, entirely. TV studio, AV equipment room, AV materials room, and the library itself." (high school)

"Yes, all under the Director..." (county college)

"In a separate adjacent area. I'm hoping for a media center next year. No one is in charge of AV so I handle it de facto. Have had a consultant from Trenton." (middle school)

"CCTV, all types, computer, microfilm, microfiche, cards, tapes, the library controls all of these-- radio, TV studio just recently." (college)

"Yes, kept mostly at the branch. Films are borrowed from the Area Library." (public library)

"Yes, the software and some hardware. There is a separate AV coordinator for equipment used in the building." (elementary school)

"No, they are a separate part of the school, but an effort is being made to integrate both." (middle school)

"Yes. All are in the same catalog, marked with color bands. Items are circulated from the AV department (of the library) but special requests can be filled through the main desk. Problem: not enough attention is paid to the fact that 'customer satisfaction' pays off at the circulation desk-- getting AV information and materials to him." (county college)

"Yes. Only books are classified by Dewey decimal. AV is color-coded by type, classified by subject. Hardware AV is kept and distributed by a separate person in a separate place." (middle school)

"AV and print materials are housed in the Media Center. Cards for all AV are also in the card catalog. However, the buying of AV is not the responsibility of the librarian." (elementary school)

"Complete storage here-- some department collections, one each of. But mostly they come to the library." (elementary school)

"Yes, however equipment is loaned out by another office. And some departments have their own collections. My AV equipment stays in the library." (junior high)

"Yes, was just starting it-- each school at a different stage. One had a brand-new media center, carpet, etc.-- I hope to go back soon." (this person had 4 elementary schools; left to have a baby; intends to return to work soon)

"Yes. They circulate only to teachers. Some reading kits and learning modules, filmstrips are kept by the reading teacher." (elementary school)

"Equipment etc. in a side room. Software in my own office. Each morning they are shipped out to individual sections; it's done by the children. A cart with projectors, tape, etc.-- in all three schools. But at two of the schools, materials are not yet centrally cataloged. Also, there is a duplication of ordering in the three schools: they won't let the librarian coordinate it. Teachers insist on ordering and keeping things in their own rooms." (three elementary schools)

"Yes-- housed in an inadequate oversized closet. No space for production." (high school)

"We have everything. Software and some hardware. The AV big things are not really under anyone else; just stored in a closet. Library has 16mm projector, opaque projector, listening stations, filmstrips, cassettes, etc." (elementary school)

"Yes-- the AV director is under the library director, and is housed in the IMC." (high school)

"Another person is in charge of both equipment and software." (high school)

"Yes-- all in the library-- filmstrips, overhead projector-- every classroom has an overhead projector and filmstrip viewer." (elementary school)

"We have no AV yet." (public library)

"As far as general use-- yes. They're checked out by teachers personally. I order software and catalog it. Technically I'm not in charge of it-- it's kept in a separate room. Differs in each school." (four elementary schools)

"AV materials are centrally cataloged with the books, actually stored across the hall. Microfilm is in the library, and also videotape." (high school)

"Yes-- tape (both reel to reel and cassette), overhead projector, sound 16mm projector, record players, filmstrip projectors - about one of each, more on order." (middle school)

"Yes. Records, filmstrips, cassettes-- borrow films from Camden Regional Film Center." (public library)

"Yes; all the software are in the library, and the hardware in the media department, but both are under the library director." (county college)

"Yes, I have all the software; an AV coordinator has the equipment, two people to care for it." (high school)

"The head of the art and music dept. is in charge of the audio-visual collection." (public library)

"Some AV here; I use some funds on tapes and records. Basically, AV is under a part-time teacher, who gets one hour a week for AV. He has all the equipment and most of the software." (junior high)

"I took them over-- the software-- last year. All ordering, cataloging, storage. But not hardware. Music teacher keeps the music materials all year; science has long-term loans." (junior high)

The summary tabulation given earlier, and these detailed comments, should combine to give the reader a good picture of where audiovisuals stand for our graduates. There are problems. Many schools still feel the equipment belongs in the hands of a male member of the staff (some of our graduates said this was understood as something 'women just don't get involved with') while the librarian was given control over the software. Increasing amounts of AV expertise taken in college courses, and gained on the job, would seem to be persuading school authorities that it's better to have the librarian (educational media specialist) responsible for all materials and the equipment for viewing them, than to have a teacher (even one with the indisputable advantage of being male) spend a couple of hours a week on a closet full of machines.

One definite barrier is, as noted before, the tendency to hire one librarian to take care of all the libraries in a district's elementary schools-- as many as up to five. Under such circumstances, the librarian deserves much praise just to hang in there with the books. Other problems that tend to prevent the librarian from handling all the school's audiovisuals as an integrated service collection are outlined elsewhere in this paper, as they interfere with general efficiency.

All of this deals only with school libraries-- in public and college libraries, the person in charge of the library also has charge of any audiovisual services; the only question is, sometimes, coordination between book and AV services.

* * * * * * * * * *

"If yours is a school library, how much relative emphasis is there on curriculum-supporting items versus general reading? If yours is a public library, how about fiction vs. non-fiction? Children's books vs. those for adults?"

I began trying to tabulate the responses to this set of questions, but soon found the variety was too great to validly put them into a small group of categories. Here are presented, then, the actual answers; I will attempt generalizations at the end, and will include comments on specific ones, with each reply, as seems appropriate.

Many of the librarians found this a difficult question to answer. It may be that most of their selection is done day to day or week to week, without a long-range plan and without occasionally stepping back to appraise the results to date.

It has been said, of course, that everyone should occasionally step back to check his work-- except window-washers. I hope the lack of this activity is not the reason for the difficulty of the question. Perhaps most practicing librarians don't define their selection in these terms. Draw your own conclusions; make your own guesses.

Public Libraries

"95% fiction, 5% non-fiction. I'm trying hard to reverse this ratio." (note: explained that this is the way she found it) "The K-3 books go out quickly, then the (grades) 4 to 6, then teens. There is little adult circulation despite my PR efforts. The story hour has stimulated the younger ones. Adults use the fiction books mainly." (It's interesting that this public librarian defines usage in terms of school grades. It may be that in her community, the school libraries are little-used and the public library fills in. The librarian is not a former teacher, which might otherwise have been a possibility.)

"Have no idea of the balance." -- "Many more nonfiction than fiction (in the collection) -- we use McNaughton." (these are quotes from two persons at the same library.)

"Hard to say-- maybe it's 50-50" (referring to usage). "About one-third children, two-thirds adult." (circulation) (this librarian was not able to give the proportions in the collection)

"Much more fiction than non-fiction. Adult more than children, by about 3 to 2." (refers to circulation)

"More adult purchases-- and more non-fiction."

"More fiction in the collection; more adult."

"(this person in charge of AV media) Entertainment is the emphasized area, as to use. Art is well represented; New Jersey history. Not much in the sciences, but a good bit on technical subjects. Possibly about equal in children vs. adult."

"It's a tossup-- fairly even in orders, more on fiction right now. Heaviest use is by children."

"Emphasis is on adult fiction, especially McNaughton. Otherwise, the easy readers are used most."

"I don't know-- there's a nice amount of both. Lots of children's books, especially in the Easy section, more than adult."

"Fiction is in the lead but non-fiction is really growing, especially in current interest areas-- social sciences, history, black history. About equal between children and adults-- we have much in the way of picture books and could use more."

"Fiction is tops, 3/4 of use. The kids don't read much, don't come in."

"Two-thirds fiction, one third non-fiction. 70% adult, 30% children. The non-fiction requests are usually hobby, home improvement, self-help, travel. Very little adult reference in academic areas."

"Circulation: more fiction, but not much more. I'm surprised at the large quantity of non-fiction circulation. Fairly close to even on children vs. adults."

"Our emphasis is based on circulation: 50-50; maybe slightly more non-fiction in the collection." (then added) "we circulate more fiction than non-fiction. Heavily adult-- 300 adult to 50 children daily at the main library; two branches, in schools, circulate (A) 4 children to 1 adult; (B) even. Branch area A is mainly of black population; area B mainly Jewish."

"25% children. (circulate) lots of fiction, best-sellers, what people want. What else?"

School & College Libraries

"We support the instructional program." (county college)

"80% curricular, 20% general, maybe lower. We do have the County Library available for general things. As to periodicals, we carry a large number of general ones-- sports, cars, etc." (high school)

"More on general reading. Supply magazines for study hall. Science program not involved at all. English, for book reports." (junior hi)

"This is the first full year to support general reading, mini-courses, such as in English. Added the 9th grade; means a new group used to fiction. Reading levels vary quite a bit: I have some items on the 3rd grade reading level." (senior high)

"Curriculum is highest and they are more expensive, change more often. The general reading is standard, don't need to buy as much. I build up the short-story collection." (high school)

"I order primarily for the curriculum. Try to integrate actual teaching on the 5th to 8th grade level. Some general items-- fiction, etc. Young adult books are loved-- the 8th grade eats them up." (middle school)

"Non-fiction is emphasized. Curriculum is the main thing plus a generous selection of recreational reading." (county college)

"In two schools, they tell me what to order with the Federal funds, which incenses me because I can see what's needed. I generally ask for teacher suggestions on areas of need-- not usually titles. I have trouble locating German language books at the elementary level." (five elementary schools)

"Almost entirely curriculum. This helps get teachers into the library--having the materials useful to them." (elementary school)

"Almost entirely curriculum. Selections are based on teacher selection, the curriculum. I add a little (Book of the Month Club, etc.) for general reading." (high school)

"I tend to buy non-print for the curriculum (except reference); buy print mostly for general reading, but some for curriculum." (middle school)

"Even my general reading is mostly in support of the curriculum. Say, 75-25 curriculum; possibly 80-20. I try to order general reading that will support specific courses." (middle school)

"I'm trying to have more communication with departments. Teachers get top priority on requests-- anything a teacher needs for classes (gets ordered). There is a good bit available for general reading-- using almost all of Title II for this-- they get stolen." (high school)

"Unfortunately, curriculum supporting things get the most use, very little general use. Very difficult to get children to read just for fun. We have good fiction-- problem is getting kids to try them-- they tend to stick to the same things and be satisfied-- the boys to racing, cars, jokes and riddles. Both boys and girls like magic books. I do notice that when I present a program on (say) poetry, they do borrow books on that subject." (two elementary schools)

"About 50-50. Definitely switching more toward curriculum support. State consultant suggested using paperbacks for fiction and general." (four elementary schools)

"About half and half. Probably we should be heavier on curriculum." (high school)

"two-thirds curriculum, one-third general." (two elementary schools)

"I'm new; very few of present items are my selection. At present it's mostly curriculum oriented. Fiction section is very bad. I like science-fiction. Plan to change the emphasis, go in for poetry, fiction, etc. I plan to survey my students to see what subjects and types of fiction they like most to read." (elementary school)

"My decision on allocation: concentrate on curriculum, though trying to build the entire collection." (high school)

"Much on curriculum-- especially now with mini-courses, using books as supplementary materials." (high school)

"The AV is entirely curriculum supportive, based on discussion with teachers. I select as many areas as possible, build strength. Depends on companies each year-- is the information not outdated? Problem is that prices are much higher than for books. You cannot compare." (high school)

"90% curriculum." (high school)

"Emphasis equal. I keep up with the curriculum through teachers." (middle school)

"Basically non-fiction-- practical, for student research, although 1/4 of circulation is pleasure reading, on current topics." (junior college)

"We have now met the curriculum needs as well as we can with the funds we have. Have very little on general reading. Maybe it's 70-30. I'd like more general reading materials, maybe to make the ratio 50-50." (elementary school)

"Much general reading is actually done. The general administration doesn't know what goes on, nor cares. I have many paperbacks for the 5th grade and up." (K-8)

"Purchase of materials is curriculum oriented, and is foremost in my thoughts. Pleasure reading comes second." (middle school)

"Completely curriculum supporting-- it's all direct, as requested or needed. We get rental books and paperbacks for exchange, cover general reading that way." (county college)

"Since all students come in to get books for general reading purposes, the majority of my budget does go for this purpose. However, I try to order (mostly AV) materials that would aid in teaching. Anything that teachers need for this purpose I try to put on "top priority" for ordering." (middle school)

"Any emphasis is done by me and I stress curriculum supporting items. Of course good and current fiction is also important." (elementary)

"Curriculum in both fiction and non-fiction-- strong in selection. We have some general reading but try to gather wide materials on things they are studying. I try to involve teachers in selection so they'll know what there is (in the library)." (K-8)

"Teachers do assign a lot of leisure reading, to try to solve the motivation problem-- this gives me wide freedom in selection. I give weak curriculum areas priority-- this comes first. But leisure reading is very important." (junior high)

"It varied by school-- I tried to do both. Get kids reading. But I did more directly on curriculum. Could have done more if in school longer, not just one day a week." (had 4 elementary schools; now raising family)

"Probably more fiction and easy books than you might find in a "balanced collection". There is a great need for readable books. Those with high-interest, low reading level. We have many serious reading problems-- need to just get them to read-- hard to find suitable items." (elementary school)

"I try to support the curriculum-- go along with it-- I know what the teachers teach. There is a trend to football heroes, modern books, etc., which I try to go along with. Mainly it's the curriculum, as I am not supposed to have preferences." (three elementary schools)

"Almost totally curriculum supporting. General reading items are on faculty requests or gifts. We never turn down gifts. Much lighter reading (that way). Popular books are rented. The budget was increased so add the very popular and well-received items there. Some of the titles can be purchased." (county college)

"Right now building up the curriculum. A branch of the county library is available to the children (nearby town) so I don't spend much on general reading. Most of them can get to (the county branch) by bike and car." (elementary school)

"Mainly curriculum-- TV has cut down on fiction reading, so few kids read fiction if not forced into it by teachers. Kids in the 7th grade read more fiction (than the older ones)." (junior-senior high)

"We're very strong on curriculum, anxious to support each subject." (high school)

"Book collection needs building-- we have more fiction than non-fiction. A wealth of audiovisuals. Probably superior to books-- all kinds of tapes and filmstrips." (grades 1-8)

"Very heavy on curriculum-- directly or supporting. I expect to have a small section of fiction paperbacks." (vocational high school)

"All curriculum-- I accept donations for fiction or recreation, but do not purchase them. Their home high schools are supposed to supply general reading-- they spend part of the day in each place." (vocational high school)

"Curriculum support is the main emphasis. Maybe 70-30, 65-35. General reading at the elementary level is still not so voluntary-- fiction is built into the program." (four elementary schools)

"Emphasis is heavier on curriculum materials-- " (high school)

"Presently all curriculum-- the new principal may change this. The old one believed in having only curriculum materials." (middle school)

"Curriculum mostly-- nonfiction. General reading supports programs. Many paperbacks; I don't worry if they're lost. Many new topics and series: I avoid or supplement Nancy Drew." (middle school)

"Curriculum 60%, general 40%. It's hard to separate fiction, literature (between curriculum & general). The literature section is the largest in the library." (county college)

"Curriculum by far the greater part. For general reading, we go for paperbacks. Very rarely do they read regular hard-cover books." (high school)

"Much on curriculum-- almost all-- some put aside for interest levels and recreation." (junior high)

"Basically curriculum-supporting; very little for general reading." (college)

"Curriculum supporting-- about 60% to 40%." (middle school)

"Primarily curriculum." (junior high)

I would point out the wide variety of emphases shown by these graduate comments, even among libraries serving the "same" groups. By no means are all elementary school libraries, or all public libraries, seeing their responsibilities alike. And beyond the wide variety in such emphases are the wide varieties of policies disclosed. It might be more accurate in some cases to describe this as an absence of policy, for many librarians seem to be carried along with the drift of day to day demands. When I asked the question on selection/usage, to a number of people (and this must be subjective) it seemed to be the first time it had occurred to them to wonder about such ratios.

It has become a cliché to refer to public librarians as buying just the New York Times bestsellers, plus whatever readers demand with enough force (the rule of thumb is sometimes: three requests and we'll buy it unless it's dirty.). This is not necessarily laziness but often the result of too little time and an anxiety to avoid trouble. As to the time, many librarians do not know how to budget their time and organize their work (of which more in other sections of this paper) and as to trouble, I received the very clear impression that they talk enthusiastically of intellectual freedom while in library school (after all, everybody knows professors are big on that) and then quietly don't buy whatever Mrs.Grundy won't like.

School librarians, sometimes explicitly but more often indirectly gave me to understand that their principals set the pace on the collection balance. Some of the comments found here sound almost defiant: "I set the policy; I determine the balance" but this is true in only a minority of schools. Some school librarians are fortunate enough to have administrations which neglect them-- that is, we can call this fortunate only in this limited sense. The advent of mini-courses in high schools (I'm told there is some indication this permissiveness in now dying out) has provided much justification and demand for broadening library collections into "non-curriculum" areas. It has also served to get the teachers more interested in what's in the library, and using it more-- which almost automatically gets their students in too. Note that several of our graduates are anxious about this.

"Getting the teachers involved" (phrased in many ways) is the cry of the librarian from kindergarten to college. Of course, the librarian wants teachers involved up to a point; few wish to have the teachers take over selection entirely, and that is not merely defense of one's own territory; it's true that an individual teacher is not in a position to select to fill in gaps or to avoid areas already well-covered in some way. The librarian is the one person who can see the collection of resources as a whole, and how it is used. But we're a long way, in almost all educational institutions, from enough teacher involvement in the selection of library materials.

Note the varied attitudes toward general reading shown. Some school librarians almost thought it was immoral to have anything on the shelf that did not directly support a course. Others, if they ever got into a face to face discussion, would clash strongly, for they already have a large "general" section and build it continuously. In a few cases I thought the graduate was responding to my question with an awareness that he was "supposed" to have both, according to the standards of the profession.

And what is general reading? No one really asked me what I meant by it. This was a deliberate phrasing in order to bring out as many different replies as possible. Some defined it (implicitly) as fiction, and then were brought up short by realizing that some fiction supports the curriculum, and some non-fiction does not. As noted above, this was for some the first time the issue had occurred to them. Some of the graduates said (elsewhere in this report) that we did not adequately cover "general" reading in the library school curriculum-- that we had unduly emphasized the "good" nonfiction, which gets used very little in public libraries, and mainly gets selected by the teachers in a school library.

County libraries are regarded as a backup for the school library as well as the public library, especially in the general reading area. I know the county (area) libraries expect to be used as backup for reference and interlibrary loan (assuming this means nonfiction for serious purposes, which is how most librarians define it) but it appears a number of librarians, if located reasonably near a county library, count on their patrons to go there for "light" materials.

School librarians are still running into motivational problems; the need for books with high-interest and low reading level was brought out in several ways. In one school, the librarian reflected an almost despairing attitude among the faculty: put anything on the shelf, if only they'll read it. I thought this was more the case at the junior high school level than others. Why do kids who are avid readers in elementary school, turn off at junior high? Is it puberty? I think the impression is that they begin to read again in senior high. In other words, it is not only those who are behind in reading level who need encouragement.-- Then look at how few adults seem to use the public libraries and you see we have a problem! We of course know that everyone should read-- but no one has told "them." The librarian is on the firing line, taking the blame and credit.

"Please describe the users of your library-- if school, the grade levels and total enrollment; type of community (socio-economic levels and/or chief occupations); reading levels; most-used types of books or other materials; etc."

This question appeared in briefer form on some questionnaires, but as there was always follow-up conversation, the full range of information was always sought. In some cases, the librarian appeared reluctant to talk about the community or users, and then this point was not pushed. Sometimes the librarian seemed not to have the information. Where this was clearly so, I have so indicated.

"(we get the) traditional media users among the faculty. Very few use any sort of combined media. Most come from high school positions with very little AV equipment so are very unsophisticated users. Students: many are from low economic backgrounds-- not aware of what is available- once aware, they jump at using or making slides; sometimes creates a problem with 'inventory losses'-- cassettes and film stolen."
(county college)

"Grades 9-12, 1400 students. Number is stable or decreasing slightly. (three communities) About 40% go to college. Some white-collar families but mostly blue-collar, many in clerical or sales work. No real industries here. Parents travel to work. Upper-lower or lower-middle class. Not as highly academically oriented as before. A big recent influx of apartment swellers, so more transients now. This is the first year teachers are assigned to the library-- one is in whenever there is a class, and 5 periods a day. I had quite a time getting teachers in just during my lunch. Discipline is very good, even without teachers. I can evict anyone not behaving."

"Budget $5400 per year for library books. Three years junior high school-- ages 12 to 15, a difficult age group, grades 7-9. Total of 900 students. A rural area. Senior high nearby. There is a movement on to combine the libraries of both schools with the public library-- one new building for all."

"About 4500 borrowers-- white, middle class, it was blue collar now more white collar. Growing area, two communities. Originally the usage was mostly fiction, so I limited borrowers to two titles; now we are cultivating non-fiction more. Also children's use is up. Now I see the high school students only when a book report is due. Only the white collar kids go to college-- the others immediately get married and have kids, unfortunately."

"All ages come in. Population 13,500. Typical middle-class suburbia. Reference materials are also used by non-residents. We have reciprocal borrowing with 9 other libraries for special collections. Fee for non-resident family is $12.50 per year."

"Grades 9-12, just added the 9th grade this year. Enrollment 4000, with 200 faculty and staff. A plush, cosmopolitan community. People are active, cultural, don't stagnate, go to New York City quite a bit. Last couple of years, influx of Puerto-Ricans, other minority groups, the other side."

"Grades 9-12, enrollment 1800. Covers 6 or 7 districts, a rapidly growing area. The town is very football-conscious, sports-- there is a vo-tech high school for the area which covers agriculture and the mechanical arts. A nice school here, well-behaved kids. One sending town is high-income, the others vary widely down to quite low. More blue-collar families with traditional parents and attitudes."

"Enrollment 900, grades 5 to 8. Really supposed to be 6 to 8 but we have some 5th grades due to overcrowding there. Majority of students are from low socio-ec level, mainly not professional families; reading levels have improved greatly since the library became available- (note: there was no library of any kind in this town until the one in this school opened) use of books up- I've noticed great improvement- fine circulation- students mostly come in as individuals; I feel strongly about this." (i.e., feels strongly this is how they should be using the library-- not as classes)

"We have both terminal and transfer programs-- majority are transfer. 4500 day students, 6000 continuing education at night. This is basically a bedroom community-- 2% black, 1% PortoRican. It's a high income area." (county college)

"Five schools: enrollment 290, 200, 260, 300, 400. There are three principals for the five schools. Includes ten classes of the retarded and learning disability. Many teachers work with book reports; all kinds of readers. I teach 3 classes a day in library skills. The community is mixed: it used to be all white-collar, now mainly working class."

"I get preschool through age 80. The county library surveyed the users of this and other libraries. Slightly more women using it than men. Average age 35, more fiction than non-fiction. Local taste mainly for popular material. More young people are living at home-- also college students using the library at night. We have reciprocal agreements with other libraries and belong to the county library."

"K-6, enrollment 300. Book budget $1200 per year for several years; hope to get it to $2000 next year. We draw mostly from two apartment complexes, broken homes, mothers work as waitresses, nurses, etc.-- frequently at night. The kids are frequently left alone at night. Many parents are too busy just getting a living to have much interest in the schools. Low-income workers with heavy burdens. Plus a few upper-income families whose children are poor culturally. Little fiction used. Parents are upset about things like Go Ask Alice. Each school got a call from the supt. to see if they had that book-- great parental tension over much current fiction, which the kids want, but it upsets their parents. Principal and I have agreed these younger children are not ready yet for such problem books. "Are you there God" is given to selected girls on teacher recommendation. Kids complain their fiction is "not true to life."

"Grades 7-12, on same schedule, quite overcrowded, using library for classes in Latin and history. Enrollment 1650 vs. capacity of 1250. Students range widely-- they get projects done without caring too much whether done right. Cover three communities."

"Complete community (note: meant that it includes everything)-- the population is about 1/4 Spanish-speaking. Many ethnic groups here in a large area. More Puerto-Rican than black. Many Germans, Russians, Italians. High unemployment. Many seasonal workers such as on farms. Industries: food processing, clothing."

"We meet all State standards except total collection. Majority of users were children when I came. Now it's much more equal-- almost 50-50 adults. Mostly a blue-collar community, with more professionals moving in recently, all working class until then."

"K-8, enrollment 700. Students are readers, especially the younger ones." (small town with little or no growth, 99% white, little industry.)

"Grades 6-8, enrollment 775. Students come in individually from study hall. Monday is my busy day. Community is mainly upper-middle income, almost all white."

"Grades 9-12, 1600 students. Very affluent and bright, and those at the other end-- very little in the middle. A number of non-readers, metropolitan population, large black and Puerto-Rican group, many first generation ethnic groups like New York City-- also migrant workers from the south; Latvians, Jews, Russian Orthodox."

"Circulation averages 200 per day. Lots of adults for pleasure reading, children for school work. Maybe more adults. Some are mothers getting children's books." (same town as 4th listing this page)

"Two schools, both K-4, about 250 students in each. One has 90% Spanish-speaking, not much reading, poor homes, little encouragement of reading at home. Other is nongraded, was a demonstration project, more reading there."

"Four schools, enrollment 375, 475, 375, 125 in grades K-6. mainly rural; one area houses people directly from Philadelphia and other centers are small rural towns. Mostly blue-collar. Study for lunch program showed a low percentage of poverty. I am the first librarian for elementary schools here-- it was all parent volunteers before-- each school differed widely, depending on the principal's interests."

"Mostly on a higher economic level than poverty-- not urban-- students of nearby community college come in and ones from Glassboro State-- story hours in children's department-- extension services for schools- No public transportation, so hard to get attendance for public programs- location is out of the way." (county library)

"Grades 9-12, enrollment 1270. Covers three communities. Construction underway for an addition. Parents are mainly blue-collar, even in the fast-growing community. Conservative, mostly not heavy readers; we have a new program this year for poor readers. Teachers assign lots of books on current problems, etc.-- health, drugs, abortion. Heavy use of magazines. All seniors do a senior essay (social problems). Big areas: sports, automotive."

"Two schools: Grades 4-5 and K-3. One includes special education and perceptually impaired classes. Town: lower and middle class, mill town and a rural sending district. Reading levels K-8. All materials are used extensively. Until recently I had 5 schools."

"Grades K-6, 600 students. I use students from grades 3 to 6 as aides. They're not active readers. Kids want books to read but can't find their own interest levels. The problem is to match (for example) a 6th grade student with a 2nd grade reading level. Probably lower to poor middle class- a sprinkling of middle-middle class. Most children are bussed to the school."

"Very young children and teens-- sometimes, rarely, parents. Heavily used-- starting to get more adults." (public library branch in a small shopping center on a main highway)

"Grades 9-12, enrollment 1520. Fairly wide spectrum of students. We serve a wide area. The great bulk are college bound, range from some special ed. to honors. The special ed. is service for (nearby district). Students: include some heavy readers, some none. Great fiction readers."

"Grades 9-12 on double sessions, total 1900 enrollment. Lower middle class, low reading levels, about half are below reading level. Main interests for reading: motorcycles/cars; romances."

"Users of AV are 99% faculty. A very little by students and admin. Difficult to characterize students: typical junior college, possibly not as academically talented as a 4-year college, but the active ones are (top level). Over 1000 enrollment." (county college)

"Grades 4-5; middle and deprived."

"Grades 7-12, about 1100 enrollment. The State classes us as an urban district (questioned). Middle and lower middle class, mostly. Reading level high for urban, but low for suburban. Most used books: non-fiction, but this is for requirements; own choices are for fiction but not much of that in the collection."

"Grades 5-8, enrollment 550. Residential community, very little business; mostly professional and educated families."

"Students: 2000 day, and 800 evening. About 3/4 of faculty use the library. Cooperative arrangement with two other institutions who may borrow here. Alumni, outside business people allowed to borrow. No interlibrary loan except for faculty doing research." (junior college)

"Lots of young children using easy books (K-3) including many pre-school. Not so many grades 4 to 8." (public library)

"Grades K-6, enrollment 620. Upper middle class community. Some special ed. children, special resource room for them. Each class is in to library once a week. Time is offered after school, but the block scheduling prevents flexibility."

"K-8, enrollment 475. Middle income, blue-collar. Professionals were here when the development opened, but they moved away, replaced by blue collar families. Reading levels normal. Much recreational reading. Library is always full of classes learning the use of the library, so for homework etc. many children go to the public library, but do their recreational reading here. Feel the public library is a good one. Librarian there is not professionally trained but excellent; county library calls her with questions."

"Grades 6-8, enrollment 670. Reading levels range from below average to average. Community: most people work at (two large nearby plants)."

"Grades 8-9, enrollment 1200; factory workers."

"College transfer/terminal/adult education programs. Senior citizens, workshops. Don't know enrollment. Being used as a community library, not heavily but growing. We don't mind supplying reference service." (county college)

"K-8, enrollment 1000. Lower middle class. Reading levels range from pre-primer to 12th grade. Most students in middle school are below reading level. Elementary ones tend to like picture books like Dr. Seuss or sports or monsters or dinosaurs. The same holds true pretty much with the addition of cooking, dewing, the martial arts, mystery stories, Science-fiction, and romances for the middle school."

"Grades K-6, enrollment 650. Middle to upper middle class. All reading levels. Non-fiction books are used the most."

"Grades K-8, about 500 enrollment. Another school is supplied from here-- they walk over for classes, about 300 students there; they have no library. Blue-collar community, low to middle income; students mostly below reading level. Non-fiction most popular, of all sorts: travel, science, sports-- and we have more non-fiction."

"8th grade only, enrollment of 860. Will be 7th grade next year, and alternate each year with another school as part of a racial balance plan. Used to have 9th grade too. Large Spanish-speaking population, some people of all income levels, heavy unemployment. Many refugees after World War II. Cosmopolitan community-- all levels of society, complete cross-section."

"Four schools, K-5. About 1000 altogether. Mostly they saw the library as a place to have fun. Most of my time was devoted to teaching library skills." (this person left to have a baby and plans to return to library work soon; her district wants her back)

"K-6 and neurologically impaired class. Enrollment about 700, including 7 classes in a nearby church. Quite varied group of students-- increasing number of lower socioeconomic level children. Traditionally a factory town, housing is deteriorating. Not necessarily less interest in reading. Many of the poorest students are so starved for reading, they are more attentive-- excellent teachers. School building is old. Reading levels seem to be decreasing."

"Three schools, and a fourth one proposed. Enrollments K-6, about 600, 600, and 800. Middle to low income, new development is bringing in more professionals, but still basically a rural, country district. Changing rapidly. One school gets more of the new children, and the parents there are more involved in the school."

"Open space school, 1200 enrolled (high school). Town population is 18,000. Many students are non-readers. Farming area near large city. Hot-Rod magazine is the big item. School is only 2 years old."

"A lot of use from high-schoolers." (county college)

"750 students, K-6. Community is like many here-- a mixture of the old and new. Rural and new professionals. A "deprived" area is included. Kids take days off from school to hunt or fish (which is accepted by community). Many incoming groups are not themselves well-educated. Many retired people. Many bought homes here when they were very cheap, and the boom in population with more schools, etc., has hurt them."

"Story hours for school classes-- 4th and 5th grades. I have worked little with adults. Even with adults, the questions asked are often for their children." (children's libn. in public library)

"Grades 9-12 in the morning, enrollment 1500. Grades 7-8 in the afternoon, enrollment 900." (suburban area, fast-growing, almost all white)

"Grades 9-12, enrollment 730. More blue-collar, mainly middle income. Majority read at level, some below. Subject area books in great demand for school work, much interest in current periodicals, recreational."

"Grades 1-8, about 370 students. Classes average 45 to 48 each. One class per grade. Students come from a wide area, in busses. Middle class families, not really poor, but none at high level either. Boys: sports, space and geography, maps. Girls are not as demonstrative, I don't know their likes-- it's not in magazines."

"Enrollment 1000. That's day school, I have no contact with the night program. Students run the spectrum in aptitudes and interests-- fairly typical sample of any high school." (county vocational high school) (evening program is adult education, different arrangements)

"750 students; we lend only to day students. (there are also 1000 night students) Include high school juniors through adults age 55, including 'special needs' group. Our collection 2200 books. Many shops here, no disciplinary problems." (county vocational school)

"Mostly adults-- most of them bring pre-school children with them-- get books for both. Town is all residential, fast growing suburban, formerly rural. I don't see many young people unless for school work, and in the summer for recreation reading."

"Four elementary schools, K-6, with most of the kindergartens in various churches. Enrollment? Children mostly fairly bright, middle class, average suburbia, rapidly growing suburban area, formerly rural, conservative. All white. One of the schools is old and small, hope to stop using it soon." .

"Grades 9-12, enrollment 1850 on two shifts. Juniors and seniors in the morning, freshmen and sophomores in the afternoon. Covers three suburban communities. Park, country club."

"Grades 5-8, enrollment 250; one day a week the K-4 children come in (no library in their school). Town is residential; this is a new school." (population almost entirely black; school library is large but shelves almost empty.)

"Typical urban area, decreasing population, many blacks and Puerto Ricans, Jewish, Italian (in different areas); economically low; average education low."

"Grades 6-8, enrollment 1500. Will add the 5th grade next year. Non-fiction use is big, biographies. Reading is encouraged through reading electives-- every child must have this-- free reading in novels. Language Arts Dept. is getting away from textbooks. (The librarian is a member of that dept.) The community includes several different areas-- one of new homes selling for $40,000 to $50,000; people there are quite vocal. Another includes many blacks, used to be quiet, now becoming militant. Another is poor, isolated. One is all apartments and townhouses. Changing overall from old families, very settled, to new people, increasing Italian proportion."

"Grades 9-12, enrollment 1300. Quite varied type of community. One area is very poor, one very many professional people. Reading levels are poor generally- teachers are demanding a reading specialist. For use in the library, students prefer easy reading level items, as they use the library as a social meeting place. They use newspapers a lot. Students can take out reference books for projects. I did have some student help but eliminated them and the aides because they were not under my full control."

"Lower middle class factory community. 7000-8000 borrowers. Mostly white-- just beginning to have influx of blacks and Spanish-speaking. Town has two classes-- the rich and the poor."

"Urban community-- all types of users. I meet teachers and other people seeking information on their occupations or furthering their education."

"Grades 7-9, enrollment 830. Old school building. Lower to middle class population. Few blacks (about 2 or 3 in the school). Students are aged 12 to 15. They run the gamut-- special ed to college level reading. I have first-grade readers through college books. Book selection is very difficult."

"Grades 6-8, enrollment 420. Middle class to upper middle class, mainly Jewish, mostly well-educated, white collar. Great variation in reading levels, but mostly above average. The families motivate children strongly."

"This year almost all our AV materials went to the high school because of grade changes-- the 9th grade was moved to the high school. We have the 7th grade only, alternating with another school-- each has 7th one year and 8th the next (as part of racial balance plan). We have a terrible 7th grade collection because it's new. Complete range in students-- top to bottom-- high welfare rate and very wealthy people. Many laid off from jobs. A very diverse community. Interesting, almost like a big city (in miniature). About 25% Puerto-Rican, 9% black. Circulation more than doubled this year, going from a 9th grade student body to the 7th grade. 7th graders will read almost everything. About 900 students."

This section of comments on community and users is well worth reading straight through, as a revealing window on the real world "out there" as our graduates experience it. Other sections of this paper with relevance for this area are those on collection emphasis, clerical duties, purchasing control, and censorship.

The very wide variety of situations makes it clear why I could not summarize or tabulate without losing important detail. Also, there is a great variety in how the librarians perceived or understood the question. Some are clearly very much aware of the sociological milieu, income levels, industries, reading levels of students, and so on. Others were not. I did not press for details if the person did not offer them after one brief followup query. Wonder if we are adequately teaching sensitivity to the community in our courses?

Our graduates are coping and functioning, somehow, with budgets of time and money that would make the ALA weep. Up to five schools, plus teaching assignments, and little or no help! There is general implicit consensus that white, middle class, suburban families have children with better reading abilities and interests, which agrees with the NAEP data. These towns usually support their libraries better, too, though the correlation may be deceptive. Discipline is seen as a major problem in many libraries, exacerbated by administrative practices like sending problem students to the library and using this as a form of detention. What an efficient way to condition young people to avoid libraries later in life! There does seem to be consensus that young people today are much more rebellious against authority of all kinds in the first place.

"How many books do you read in a typical month? Do you recall any specific titles?"

On a few early questionnaires, this was phrased, "What books have you read recently?" Part of the followup questioning in conversation always involved numbers, so there is comparability between respondents.

However, the numerical results reported are subject to a large uncertainty for other reasons.

First, as the question followed those on attendance at professional meetings and professional publications, there was undoubtedly a mental set established that tended to bias respondents toward thinking mainly of reading professional books. I soon realized this and specifically tried to bring out both personal and professional reading in my questions, but probably failed to some unknown extent.

Second, some respondents had trouble with the concept "typical month", pointing out that their reading habits varied, with more personal reading during the summer. I should have asked for the number of books read "last month." Then, conversation and further informal questions could have brought out seasonal variations.

Third, few people can really remember very well the number of books they have read, even a week ago, except for those who read so rarely that it is an event of some note! The more one reads, the less likely is he to remember exact numbers, or even titles. So we have an unknown bias for poor memory.

Fourth, it is considered virtuous in intellectual circles, and surely so among librarians, to be a book-reader, so there is at least an unconscious tendency to exaggerate the amount of book-reading one does. Perhaps our graduates are possessed of an even more unusual virtue-- honesty-- for a sizable number reported doing little book-reading (see table). In that case, we would be able to accept the reported figures as nearly accurate.

Fifth, comments by the respondents indicated that many of them take quantities of books home to "skim" or "scan" in order to be roughly familiar with the contents, and thus be able to refer them to appropriate users. This is almost entirely reported by those in elementary or middle school libraries, or by children's librarians at public libraries. Here is a problem area when we try to get comparability. One says she "reads" 80 to 90 children's books each month for such purposes; another says she "scans" large numbers of children's titles. Are they both doing the same thing? If I had been aware of this problem during the interviewing, I could have tried to probe in greater detail, but I was too caught up in the daily rush to get to a given school and talk to that day's person or persons, to take time to look back at the earlier ones and begin drawing conclusions.

Such points are the stuff of which my conferences with thesis students are made. They are well-advised to read such accounts as this in order to avoid as many such problems as possible themselves!

The attached table indicates the median respondent reported reading 4 books in a "typical month." There is room here for the median to be taken as either 3, if we think there has been some exaggeration, or as 5, if people's memories are considered too short. I tend to place a good deal of confidence in the number 4, on the basis that the various factors probably tend to cancel.

The median, as a measure of central tendency, is relatively insensitive to the extreme measures, so it matters little whether we accept the few very high indications (50 or 100 volumes per month) or the very low ones (zero). In a situation like this one, where the upper values are much farther from the center than are the lower ones, use of a mean (arithmetic average) would surely have been skewed misleadingly upward.

To display the difference, I have calculated the mean as well, and it comes out to almost exactly 9. Obviously it makes a great deal of difference! Only 18 of the 74 persons (one did not know, even after questioning, how many books she had read, and would not guess) read a greater number than 9.

The correlation is not perfect-- not complete-- but there is a tendency for the same persons to report reading few books, reading few magazines and journals, and attending few if any professional meetings. I cannot go into detail because individual identities would become clear. This is a combination that we would expect. Persons who are alert professionally will find a way-- in most cases-- to get to meetings, read books, read journals. We must be careful not to label a so-called "non-professional group", however. Some really are so snowed under with work that they have no time or energy left after coping. Some have other responsibilities-- families or graduate study. So I repeat the word tendency. There is also a small group at the other extreme, who read a great deal and get to many meetings and report positions of leadership-- and whose personalities shine forth in our interviews.

Let us not forget the part of the question that asked for specific titles. (Some responded to this with types of books, when they could not remember titles.) I will list all of these following the table of numerical values.

To the greatest extent possible, comments referring to numbers of books read are placed with the numerical table.

Number of books read	number of persons/comments	
None	2	("not much-- I just skim new books.") ("none entirely-- I read parts of many."
0 to 1	2	("None during the year-- one in summer-- too busy with graduate work.") ("Less than 1-- but I read one chapter each in a lot of them, for my students")
1	5	("Few if any-- mostly brief skimming-- reviews-- no time to read entire books.")
1 to 2	4	("Recently cut down.") ("Plus some children's books.")
2	9	("Few-- I skim and skip.") ("one plus-- not including children's books.") ("I do a lot of skimming.") ("One professional plus don't-know-how-many personal")
2 to 3	4	
3	8	
3 to 4	1	
4	3	("2 to 3 during the year; 8 in summer")
4 to 5	4	("also I scan 15 to 20 for the library.")
5	3	("don't know exactly-- during the year, just children's and reviews-- adult books in the summer.")
5 to 6	1	
6	2	
6 to 7	1	
6 to 8	3	("all children's books.")
5 to 10	3	("including children's")
6 to 10	1	("mostly teenage fiction.")
10	6	("including children's.")
12	1	
14	1	("four personal, ten for the school.")
15	1	("half children's, half adult")
20	4	("up to 20-- 3 to 4 per week children's") ("half for children, half adult.")
25	1	
50 (50+)	3	("20+ adult, 30+ juvenile.") ("Four, plus 12 children's per week.")
100	1	(4-5 personal, 80-90 children's K-3")

Comments on specific books read, types of books read, etc.

"Amateur Photography Handbook, Nikon Handbook-- my reading is job-connected; I need a lot to learn and keep up; I had poor preparation for this kind of position." (in charge of AV)

"Imperial Presidency; Slaughterhouse Five."

"All the new fiction and nonfiction on the New York Times list-- people will demand the latest items reviewed. I've stopped reading Gothic romances; they're all alike. I don't read the teenage fiction books; they're not used by my patrons." (PL)

"Mainly nonfiction-- historical, art, antiques."

"Varies widely-- I read more magazines than books. Thomas Jefferson, Slaughterhouse Five."

"I follow the best sellers, Book of the Month Club-- historical biographies, nothing sensational."

"Hardscrabble, Danish architecture, budgeting and personnel."

"I don't remember titles-- take them home in the process of cataloging. Economics, history, current events."

"I feel part of my job is to read new books in areas I'm not familiar with-- Mary Bethune, Peter Zenger biographies."

"Scott Fitzgerald, Thomas Tryon, Search for Joseph Tully."

"I take kids' books home to keep up."

"Private life of the dog."

"Castaneda, Tales of Power,etc. ; Tourist; Spanish novels."

"Centennial."

"I read children's books a lot. Down Jersey, Teddy Bear habit, America's Christmas heritage."

"Watership Down."

"Candide; Vanity Fair."

"Non-fiction; All Things Bright & Beautiful; Pearl Buck's Portrait of Marriage; "How to" books."

"Women's books; Golden notebook."

"I read too little-- read little as a child-- watch the best-seller lists-- Watership Down, which is marginal for junior high due to the vocabulary."

"Bachelor fatherhood; How to play with your children; current fiction."

"Odessa file; Taylor Caldwell; Testament of Two Men."

"Mysteries, science-fiction, current history; Gulag Archipelago, travel, world affairs."

"Mysteries to go to sleep-- Gloria Steinem-- Future Shock."

"Victoria Holtz-- Gothics, histories, biographies."

"Nation of Strangers (Packard); What goes on in the school; novels."

"Teenage ones, to decide whether to keep them in the library; My darling, my hamburger (on which there had been questions as to abortion, but it's OK; John Neufeld's new book, NOT ok."

"With the Woman he Loved; Zelda; A Time to Remember."

"Fiction or biographies."

"Gardening; Magda Townsend, Diddakoi, Ascent of Man, Civilization, travel."

"Generally I don't read, but browse through quickly. I read carefully any title with a possible problem, take 4 to 5 home and check chapters; read a lot of Gothics and travel books."

"Fast, The Crossing; 2-vol. Eleanor Roosevelt biography by Lewis; read much biography and children's titles. Court of the Stone Children; South Jersey history; Along Absecon Creek."

"Taking of Pelham 1-2-3; Love Child; Making of a psychiatrist; Three faces of Eve; Easter Island; Green Mansions; How to buy and sell a home... I'm not much on politics."

"I prefer historical non-fiction and sport books."

"I don't do much fiction-- do skim through new books to get a quick idea of content for reference-- always trying to keep up."

"Mysteries, histories."

"All the President's Men (quite impressive); Upstairs at the White House."

"Fiction in general. I re-read Death Be Not Proud, Oliver Twist. Am taking courses in English & Supervision, reading in those areas."

"Mostly fiction."

"I read excerpts-- skip-- start some and put them down-- prefer nonfiction-- Eleanor Roosevelt, travel; husband and myself try to travel each summer, wonderful way to bring back experiences for children. Still consider myself a teacher, so trips are very helpful to my job."

"I skim a lot of them-- hard to remember titles-- Born to be a King; Emperor's Winding Sheet; Ain't Nothin' but a Hero Sandwich (which I decided to reserve for the faculty); Forgotten Worlds (which I decided not to put out for the children because the last half of the book is devoted to debunking the Bible so of course I can't have that-- don't want trouble like in West Virginia!" (junior high school)

"The Word; mysteries."

"Very light adventure stories."

"I'm too busy-- you have to keep on the move-- you have to be able to converse with the adults and find the book reviews-- I do read some for the children." (K-6)

"Gothic novels; historical novels."

"During the year, just reviews and children's books..."

"Chronicles of Narnia."

"Very little reading for myself-- do it for the students."

"Dummy; Kissinger." (added: "blurbs, excerpts.")

"Biographies."

"The Americans (Boorstin); mostly magazines."

"Anne Boleyn; The Depression; Winterkill."

"Needlepoint-- Sylvia Sidney-- The Complete Cat."

"Some of the new children's books-- Cleary books-- and some not so new."

"Upstairs at the White House."

"History of the US Cavalry; Insects in Shakespeare."

"ARIST." (Annual Review of Information Science & Technology)

"Jefferson biography and 4 related books-- I am much interested in history-- I relax with Gothics-- glance at science-fiction books-- they do teach that here (SF)."

"Philip Roth."

"The Eiger Sanction."

"Mostly I read lots of reviews for school books-- no time to read."

"Glass Menagerie-- War between the tapes-- Other men's daughters."

"Beyond words, by J.J.Thompson; In one era and out another, by Sam Levenson; Why your child is hyperactive, by Feingold; mysteries especially by Susan Howatch; how-to books (tennis, chess, etc.)"

"Many of the junior high school novels, to keep up and to recommend to children. Hell house."

"All the President's men; Sovereign State of ITT."

"Fan Club, by Wallace, which was awful; Jaws (great); Gothics, mysteries, current history, nature."

"I try to read at least one student-type book each week. Mr.Clemens and Twain; Letters from the Earth (Twain)."

This concludes the listing of all actual comments made by respondents on which books, or types of books, they read. A few others will be found in the numerical listing, where they were placed because they helped to explain the numbers.

(END OF SECTION)

TENURE

"Are you now tenured, or under permanent civil service status, or similar protection? If not, do you expect to be?"

This was one of the first questions asked on the questionnaire, and is self-explanatory. One of the factors we need to know about the graduates is whether they are secure in their positions, in a formal sense.

Only one person replied that tenure had not yet been obtained and it was not certain to come. Very likely it would be something reluctantly admitted, that one was not sure of his job for next year. The great majority of school librarians said they were indeed tenured, or were certain to receive it. I found it easy to check statements about being already on tenure, because a prior question asked what year the person began service at that institution. The New Jersey law sets three years service (actually, service the first day of the fourth year) as required for tenure. (In the case of the state colleges, there has been a modification for faculty, to an option for five years; state college librarians are temporarily in limbo, unless awarded tenure some years ago, due to unilateral state changes in their status.)

The variations in responses for those without regular tenure are most interesting (see table on next page).

Schools and colleges

on tenure already		37
tenure expected soon		7
not on tenure:		11
coming up for it this year- not sure if will get it	1	
status of all NJ college librarians uncertain	2	
private college: I had 6 mos. probation and assume that is sufficient	1	
tenure unnecessary (nuns in Catholic schools)	2	
I have "job security" which is regarded as equal to it (lay person in Cath. school)	1	
just started here this year, no way to tell yet	3	
am due for tenure but am moving to another state with husband	1	
		55

Public libraries

on permanent civil service status already	4
such status is expected soon	2
work for private association library where civil service does not exist	12
	18

Housewife- raising family	2

The significant thing here is that the majority of those in public library work are without civil service protection. I saw no sign that these librarians were especially alarmed by that fact; if the job market should worsen, this might change. On the contrary, our school librarians were acutely aware of whether they had tenure or not. What differences would this make in their attitudes and work? Well, tenure is supposed to exist in order to assure the employee he can do his best work without fearing someone will disagree and have him fired. The reader is advised to check the sections of this paper on book selection and censorship, but my estimate is that those who were most obviously limiting materials were those with long tenure, not those who were newly hired.

"What professional meetings, institutes, workshops, etc., have you attended recently?"

As with other questions, this one was intended to be interpreted as broadly as possible. The respondents did not often ask what I meant by "recently", but when they did I avoided pinning them down to a specific time. It turned out, in discussion, that most of them who were aware of the problem of definition, thought of the current school year or the most recent calendar year. In other words, "one year" seemed to be the assumption. In a few cases, the respondent would specifically say, as if aware he was exceeding the unstated bounds, that a given meeting was "more than a year ago."

Aside from wishing to elicit the greatest number of responses, I wanted to establish a situation in which respondents would not feel they could not answer unless they knew exact data on the meetings. Indeed, many did reply with such general answers (see following pages) that I am unable to identify many of the meetings. At the time of the original interviews, I did try-- gently-- to refresh the memories as to the exact name of the meeting, what group sponsored it, when it was held, and so on. Those who plan such meetings and workshops may be partly disillusioned to realize that so many participants have incomplete memories of what the planners perceived as tightly-organized sessions. It is also possible that some of the vaguer memories are not accurate.

The method of presentation here fragments the replies, in that the reader cannot see what combinations of responses there were for one given respondent. That might have been desirable but would have added what I considered undue length to this report. The original interviews will remain available for possible addition of such data, if enough readers wish it.

As you will notice, librarians are more often aware of where a certain meeting or workshop was held, than of who sponsored it. Even the main topic of a workshop was less well-remembered than the location. This might lead one to advise the sponsors of meetings and workshops to hang prominent signs and banners around the work area bearing the group's name, so unconscious and/or subliminal factors may aid them!

Obviously there is a stigma attached to admitting that one has attended no professional meetings of any kind, so it is my recollection that the respondents either had a number of sessions readily on recall, or else devoted real effort to remembering them. The persons who are very active reeled off four or five meetings very quickly, then said "that's a fair sample," and went on to the next item. However, these were a small minority, and may be balanced by those who stretched their memories unduly. The dean of one graduate library school did suggest a significant factor in measuring the quality of our people: their leadership in professional groups, so I have tried to show this in the following pages. However, many did neglect to mention holding office unless they held it currently, so leadership is known to be understated here.

Five of our graduates (out of 75: one in fifteen, or under 7%) did state they had attended no professional meetings, institutes, or workshops. In each case I paused and non-verbally suggested they think again, but the answer was firm. In view of the stigma (see previous page) attached to admitting this, I felt it useful to describe the five here in some detail.

All are female, but this may not be relevant, as the great majority of our graduates are female.

One is a circulation staff member in a public library; this is her first professional position after raising a family. Her children are now in their teens.

One is a young children's librarian in a public library. This is her first professional position. She is unmarried. This person can no longer be counted in the "no meetings" category, for since conducting these interviews, I have seen her at two meetings.

One is an elementary school librarian in the same school where she was a teacher for 21 years. Her interests seem built solely around that school.

One is librarian in a K-8 inner-city school of about 1000 pupils. She is the sole staff member of any kind. Young, she taught briefly before becoming a librarian.

The last one is a staff member in a public library. She is not many years away from retirement, and in fact retired from a job in private industry before deciding to become a librarian.

The first and last persons listed give the impression of having an essentially passive feeling toward their work. They handle what problems come up and have little or no interest in handling greater challenges, or different ones.

As noted above, the second person can actually be eliminated from the list of "no meetings" people-- it just took her time to get settled.

The fourth person was not interviewed personally, as I ran out of time and mailed her the questionnaire, so there is little to go on, except for the fact that she is obviously overworked.

The third person may exemplify the person who simply got tired of doing the same job each day for 21 years and went into the library for a slight change. We can't be sure.

Is it to the credit or blame of the library school when its graduates are (or are not) active in attending professional meetings? Obviously the school has some effect but circumstances, and one's personal attitudes toward the job environment would seem to be stronger.

It is certain that our faculty set an example for the students by being active themselves, and by talking about the professional meetings in class. This is clearly a more powerful teaching method than exhortation. Aside from the five persons noted on the previous page, everyone had attended at least two meetings of some kind. The groups or meetings are listed in the following sections, with numbers of persons who mentioned them. The "unclassifiable" ones are last-- those where the respondent could not remember enough to identify the meeting.

National groups

ALA 5
AECT 2
  AECT workshop 1
ASCS (curriculum) 1
ALA Mid-Atlantic 1
Presented a paper on cable libraries in Washington 1

State or local, outside New Jersey

Workshop on videotape, 3 days in NYC 1
Photography and AV equipment shows in Philadelphia and Atlantic City 1
Catholic authors luncheon in Philadelphia 1
Penna. Library Assn. meeting 1
Drexel workshops in labor relations, automation, government documents 1
Educational resources committee of my college 1

New Jersey groups, statewide

NJLA meetings 13 (one is on the board)
  NJLA workshops (not otherwise identified) 3
  NJLA directory committee, chairman 1
  NJLA PR workshop 1
  NJLA workshop on planning 1
  NJLA technical services meetings 2
  NJLA legislation committee member 1
  "NJ Libraries" staff 1
  NJLA College & University workshops 1
NJEA 9
NJSMA 7
  NJSMA conference in Vineland on new standards 1
NJ Educational media consortium 1
CAPTAIN advisory board 1
Garden State Film Circuit-- film selection sessions 1
Thomas Edison College, board member 1
Dept.of Education, Vo-Tech, AV workshop 1
NJ Assn. of Sec.School Principals 1
"Meetings sponsored by the State Library" 1
Edison Occupational Ctr., workshop on occup.lit. 1

South Jersey groups or sessions (wider than one county)

South Jersey Librarians 16 (including the secretary, president, and one of the original organizers)
Libraries Unlimited 4
Tri-County Library Association 7 (including the president)
EIC media advisory board 2
South Jersey AV Association (AECT) 1
Workshop on ERIC at SEIMC 1
Hollybush meetings (GSC Library Education dept.) 1
Camden Regional Film Center 1
Convention for county presidents 1 (may have been statewide?)
Media workshops at Gloucester County College 4
(some of these were sponsored by the Area Library, and may be the ones referred to)
Atlantic City workshops on copyright law and structuring objectives 1
Bicentennial workshop for librarians 5
(this may refer to the one sponsored by South Jersey Librarians, but the respondents didn't recall)
"The one held at Glassboro State in the spring" 1
(person couldn't recall the topic, or who sponsored it)

Meetings covering single counties in New Jersey

Gloucester County school librarians 5
" " Library Orgn. 2 (includes mainly public libns.)
Camden County school librarians 3
" " library orgn. 1
Salem County librarians 1
Ocean County school librarians 1
" " librarians 1
Burlington County school librarians 1
" " media group 1
" " workshop on mending 1
" " area library quarterly council meetings 1
Warren County library association 1 (president)
Morris Area Library Advisory Council 1 (chairman)
"area library service council" (unspecified) 4
"Workshops at the county library" 1
County library programs on their services 1

The only remaining meetings listed are those which I could not put clearly into one of the above categories. Rather than try, possibly wrongly, to categorize these "miscellaneous" meetings, I will list them as they came, leaving it to the reader to draw his own conclusions. My own summation will follow that list.

"Miscellaneous" meetings, workshops, etc.

Nikon photo workshop
PPBS workshop at Rutgers
Book-buying trip 2
Story-hour workshop 2
"Trenton" workshop
Tech. services workshop
Workshop in budget/accounting for public libraries
Children's Showcase Council
Trenton workshop on media for the disadvantaged
Workshops on media
Rutgers workshop
Reference workshops at Cherry Hill
Film previews
Film workshops
In-service sessions
Workshops on "schools without failure"
"Informal meetings to discuss problems with other college libns."
Workshops on puppet-making, story-telling, poetry, and media.
Bookmen's exhibit 2
"Workshops"
Reading workshops
Story-telling workshop
Medline computer searching strategy workshop
Reference workshop at Princeton 2
Meetings with other librarians of this school district 2
Conference at New Brunswick on media centers in elem.schools
Visit other libraries on my own to observe
Tech.services workshops at Cherry Hill
Language arts workshop at Pennsauken HS
Social studies workshops
Workshop on processing AV materials-- discussion leader
Social science meetings

You will note that most of the above are plural, so there is an unknown number of actual meetings included. It had been my intention to total up all meetings reported and arrive at an average number per person. Obviously that cannot be done now. Also, on the earlier pages, respondents frequently mentioned being active in various organizations but could not recall just how many meetings they had attended, so the uncertainty is quite broad.

Some of the "meetings" listed above would not really fall within that classification by any reasonable standard, but I have included every response for the sake of better understanding by the reader.

Before anyone comes to the conclusion that our graduates are more or less active professionally than those from other schools, I would want to see a valid comparison study. I know of none. Perhaps this paper will stimulate some.

Summary comments on "Meetings, institutes, workshops"

The first point (see page 3) is that few of the graduates seem to have attended meetings of national groups. I have heard it observed that most of those in any profession who go to the national meetings are those with longer experience, presumably better established in their positions, with a record of service in local and state groups. Inasmuch as our first graduate was in 1969, none of our graduates have had much time to become experienced at the local level, and ordinarily that comes first.

Activity at the state level is somewhat wider. For the first time we see evidence of leadership positions-- one is a board member of the state association, two are state committee chairmen. There are board memberships in Thomas Edison College (the on-paper state college which grants college credit by examination, correspondence and transfer) and CAPTAIN (which is a computerized system planned to handle state college book acquisitions and processing). Already it is clear to those who look attentively at our graduates that a specific few show the capability to move on to national-level activity. These are also people who replied promptly, accurately and completely to this question on meetings; they knew just what they had done in the way of such activity, and were well-organized personally so that they planned such activity well ahead.

The area of greatest activity by our graduates, at least in numbers, is regional-- professional organizations which cover more than one county but less than the entire State. Several of our graduates were leaders in the formation of South Jersey Librarians, and two are currently officers; another officer is enrolled in our program. SJL was established very recently in order to meet the needs of those who could not easily travel to North Jersey professional meetings and workshops; as the bulk of the State's population is in the North, that is where the State organization, and its committees, generally meet. SJL has been very successful in providing opportunities for librarians in the southern counties to meet, exchange information, discuss problems, and hold workshops. Libraries Unlimited was founded in 1964 and covers three counties. Among its officers have generally been numbers of our graduates. Its original concern was improvement of reference collections, union lists, etc., but it is now involved across the board. Tri-County's president is one of our graduates.

Second in intensity of service are the individual county groups. Most South Jersey counties have both a school library group and one for public librarians, as their interests and problems differ-- and more concretely, the hours when they are free for meetings! One of our graduates heads the library association of a North Jersey county, and another is chairman of the Area Library advisory council in a North Jersey county. However, the great majority of the graduates are in the southern counties.

"What magazines or journals do you read regularly?"

This question was asked in another effort to get at the factor of how involved each graduate is in the larger world beyond day to day job responsibilities. Insofar as this is indeed measured by this question, the replies should correlate with replies to the question on meetings attended. However, it turned out that some of the most active people, who obviously also do a lot of professional reading to judge by their conversation, have poor memories for actual titles of journals read-- or else they read so many, they cannot easily pin down individual ones. A couple of those who attended no meetings also said they read few if any professional magazines (indeed, named no titles in any category) and to that extent, the hypothesis might be thought to be confirmed.

Some respondents were impatient with the request that they recall periodical titles, and just waved a hand and said, "You know, the usual ones," and passed on. In at least three of these cases, I am certain they do read widely.

In addition, we might question the replies in that no one likes to admit he does no professional reading (or non-professional either). Isn't there a great temptation to claim to be a regular reader of something that every librarian is supposed to be familiar with, such as Library Journal? Even if one actually just looks at it briefly once in a while? Or even if one just has good intentions?

And isn't it likely that the titles which are well-known in the profession are more likely to be remembered in a question like this, than the more obscure titles? Given a bit more time, the respondent might go to the shelves, run his eye along them, and remember yes, he does regularly look at this one... but asked to remember on the spur of the moment, titles like LJ and Wilson seem just naturally likely to come up.

Having again cast doubt on the data reported here, I will again proceed to report the data for the reader's own perusal and judgment. The same point will be made as in other sections of this paper: with all its imperfections, this is more than we knew before about our graduates; further, it is more than other schools know about theirs.

One more point: occasionally the person would ask whether I was after professional titles only, or those read from general categories, and I always responded in such a way as to encourage listing everything. The bias here, of course, is that those who did not ask may have assumed a more limited selection was being asked for. Ideally I should have asked specifically for both categories, or, secondarily, for only the professional titles. It does seem clear that everyone understood the question to include at least the professional journals read, so that category should be more valid.

On the next page begins an actual list, alphabetically, of the titles reported, together with the number of persons giving it.

Administrative Digest	/
Advanced Technol. Libs.	/
American Education	/
American Libraries (ALA)	///////
Amer.Publishing Record	/
Antiques	/
Apartment Life	/
Architectural Digest	/
Art in America	/
AV Communications Review	/
AV Instruction	////
AV Journal	/
"AV newsletters"	/
Better Homes & Gardens	////
Book Digest	//
Booklist	/////////////////////////////
Broadcast	/
Bulletin of the Childrens Center etc.	///////
Cable Libraries	/
"Catalogs"	/
Changing Timos	/
Choice	///
College & Research Libs.	//
Cricket	/
Cue	/
Drexel Library Quarterly	/
Early Years	//
Education Digest	///
Education USA	/
Educational TV	/
Elementary English	///
Family Circle	/
"film journals"	/
Fortune	/
Glamour	//
Good Housekeeping	///
Harpers	/
"historical journals"	/
Hornbook	////////////////
House Beautiful	//
Instructor	////////
Journal of Lib.Automation	/
Jerseyvision	/
Kirkus	/
Ladies Home Journal	///

Learning	/
Library Journal	//
Media & Methods	////////
Modern Photography	/
Motor Trends	/
MS.	/
National Geographic	///
Network	//
NJEA Review	//////
NJ Libraries	////
NJSTA Journal	/
Newsweek	//////////////
New Yorker	/
New York Times Book Rev.	////
Peterson's Photography	/
Penna.Library Assoc. B.	/
Photog.Applications & Science	/
Photog. Society of America J.	/
Popular Photography	///
Previews	////////
Psychology Today	//
Publishers Weekly	/////
Readers Digest	//////
Reading Improvements	/
Reading Teacher	//
Resources & Technical Services J.	/
Saturday Review	/////
School Library J.	///////////////
School Media Quarterly	//
Science Books	/
Science & Children	/
Science Digest	/
Science Quarterly (AAAS)	//
Smithsonian	//
Sphere	//
"Stamp collecting journals"	/
Teacher (formerly Grade Teacher)	////
"teacher magazines"	/
Teacher's Guide to TV	/
Time	/////////////

Today's Education	//////
Today's Health	/
Top of the News	/
Travel	/
Travel & Leisure	/
Unabashed Librarian	///
US News & World Report	////
Vogue	/
VTR	/
Wilson Library Bulletin	//////////////////////
Woman's Day	/
"Women's magazines"	//
Writer's Digest	/
"another one"	/

Some of the respondents made additional comments, which are here reproduced:

Several specified that the journals they listed were perused "as selection aids".

Others said they skimmed these journals in order to keep aware of subject areas for reference problems. Apparently both these small groups felt it important to specify that they did not read the journals. Does it imply that one is wasting time if he just reads, even among librarians?

One, who also attends few meetings, also reports reading only one journal-- LJ.

One says all she has time for is Wilson, but occasionally glances at LJ for reference.

One says she reads Instructor for display ideas.

Another lists only non-library magazines (three of them) and explained that her order for professional journals for the library was not approved. There is no way to know how many of our respondents would not personally subscribe to the professional journals if their own library did not pay for them--- this might be a topic for another survey.

Several mentioned that they peruse whatever looks interesting among the journals and magazines that cross their desks routinely. In such cases, of course they would not remember titles. Knowing this is a common practice among librarians, we can safely assume that a lot of general "keeping up" goes on that is not reflected by these lists.

One respondent (head of a library) reports that she covers mostly the "book" side, and her assistant reads the AV journals.

One person who mentions no specific titles says she skims through many of the 250 received, indexing important articles if they are not covered by an indexing service.

One said she used to read LJ, Hornbook, and Booklist, but reads little now because she is no longer responsible for selection.

One (who reported attending no professional meetings, mentioned in another section of this report) said she tries to read LJ at the office. I inferred that she usually doesn't find time.

A person no longer employed as a librarian-- involved in raising a young child-- said she formerly read SLJ, Kirkus, and Bulletin of the Center for Children's Books while employed; she still reads Hornbook because the former subscription has not expired yet; right now she just reads Reader's Digest.

Another says "I try to scan almost all the 400 journals we get, to stay familiar for reader service and reference work." She did not mention any specific titles "regularly" read, but based on our conversation am sure she gets through a number of them.

One commented that "Elementary English" is very good for school librarians, being strongly book oriented; also that she reads "Cricket" for story hour aid.

An elementary librarian reports doing much reading on authors, in order to be prepared for children's questions.

Another said very firmly, "This is the only way you can select!" (i.e., perusing and skimming many titles)

One said she reads only "school things" (i.e., educational journals) because "we don't get library things here."

One said she doesn't read any professional magazines, but has several on order, "the usual ones."

One called Wilson "the least helpful" of the major journals.

One (who also attended no professional meetings) said she reads no professional journals, but "will start LJ".

One librarian said she reads "everything!" and named a number of non-library categories.

On the next page is a brief statistical summary of the distribution of respondents by numbers of titles mentioned, which (as noted before) has to be interpreted with caution.

Number of periodical titles mentioned as "read regularly"	number of respondents
0	1
1	3
2	7
3	5
4	16
5	9
6	12
7	7
8	5
9	-
10	2
11	-
12	1
13	-
14	1

Median= 5 titles

(note: six persons listed no specific titles)

Summarizing this topic area, Library Journal is mentioned far ahead of any others, followed by Booklist and Wilson Library Bulletin.

Hornbook, School Library Journal, and several journals in the general education area follow. Newsweek will be pleased to know they have a slight lead over Time, with both well ahead of U.S.News.

One is tempted to draw conclusions about the effect these results should have on our instruction in the library education curriculum. On second thought, the temptation quickly and easily is placed behind me. As noted earlier, the data are not that soundly based. Then, too, if they were, what then? Would that mean, on the one hand, that we should teach all the more intensively the titles that our graduates really read, or say they do? On the other hand, should we attempt to broaden their reading, and try to get them reading (say) twice as many titles on a regular basis? If the latter, then how does one go about accomplishing this? When I went to Library school, the emphasis was on learning to skim-read quickly, so one could scan the contents of many publications in a few minutes. Is this in conflict with the concept of "regularly reading" a certain publication? Each of us who teaches will feel prompted to examine whether he encourages and/or requires students to actually use a wide variety of resources in his courses. I am told that college teachers, in general, tend to have a favorite reading list of articles in a few journals. Undoubtedly we need to escape that. If any profession should consist of widely-read people, it should be ours.

Have you published anything recently (such as articles or letters in a professional journal)?

Have you performed or planned any research recently (such as studies of your community, your users, needs, evaluations, etc.)?

In the questionnaire, these two items came together in the sequence shown, and they were on the next to last page. I am considering the responses to them together, because they cover similar and in fact overlapping areas-- which is why they were placed together in the first place.

Coming near the end of the questionnaire, they may have drawn more cursory responses than if asked earlier, while each person was fresh. Twelve pages of questionnaire, covered in about two hours, is a considerable task through which to put even very cooperative people. (Whenever I would observe, "Now we're on the last page," the feeling of relief was perceptible.)

The reader will observe that the phrasing of both questions is such as to cast a wide net. Many people will not consider a letter to the editor, published even in a professional journal, as worthy of listing as a "publication." However, I anticipated there would not be many positive responses and wanted to be sure to recall everything to the respondents' minds. On the second question, use of the phrase "...or planned any..." had a similar effect. It did allow respondents to claim, if they wished, research in progress or in the thinking stages. The examples given were chosen to match the kinds of research expected to be found, based on my previous consultations with graduates.

Sometimes a respondent was about to say "no", or actually did so, and unless it was a fairly positive "no," I would question a bit further. My purpose was to reveal any and every activity of the graduate that might fall into these categories.

Some graduates did in fact report research of the kinds described, generally not published. There is no sharp line visible to me between "research" as a professional activity to advance the state of the art, and that conducted incidentally as a routine part of library service: for example, becoming aware and remaining aware of the interests of the community. The latter is likely to be an ongoing process not committed to paper by a busy practitioner.

This leads into an important observation: there are those who look down on librarians in general, not specifically ours, because they do little publication or research in scholarly terms. But this is common, and for good reasons, among all practitioners of a service profession.

What is the proportion of medical doctors who publish or "do" research of a scholarly nature? Of lawyers? Clergy? We are not surprised that they do not, for we understand they are properly devoting their time and energies almost completely to the practice of their chosen profession. However, every service professional practices research in the sense that he continually observes the effects of his service upon his clients, and modifies his services from time to time to improve them. (Or at least he should be doing so.) He notes the changing nature of his clients and their needs.

And so with librarians. The only research we can validly expect of the busy working librarian, involved or engaged in the daily struggle to cope, is that described above.

Nevertheless, a total of 26 persons replied "no" to both questions. This is a little over one-third of the total. They were distributed as follows, as to type of library where employed:

Elementary school:	8	(31%)
Middle or junior high:	5	(19%)
Senior high school	4	(15%)
Public library	4	(15%)
College library	1	(4%)
Teacher	2	(8%)
Housewife	2	(8%)
		100%

It would be almost certain that most, if not all, of these persons (except, of course, the ones not working in libraries) are really conducting the kind of informal daily activity I have defined above as "research", but my handling of the question failed to bring this out. Therefore this group is not meaningful as to research. In the area of "publication", however, the criterion is much more objective. Either there exists a publication by the person, or there does not.

I have not discussed the impact of the word "recently." Only a few persons asked what I meant by it, and I always tried to be vague, in order to allow for wide responses. In such cases the answer was always dated.

In the more traditional terms of "scholarly" research-- such as these persons did when they performed their theses at Glassboro-- there has been next to nothing done by these graduates. Let the reader condemn this if so minded. It certainly does not indicate a lack of interest-- informed, intelligent, broad-based interest-- in the advancement of the profession, for during these somewhat loosely-structured interviews I was frequently stimulated myself by the observations and knowledge of these graduates. Dear reader, take thought of the points made above, be open-minded, apply the golden rule.

Another factor which must be considered is that none of these persons have been out of library school more than five years. The early years are the busiest, getting established in the first job (you will note that very few of our graduates, elsewhere in this report, have held more than one job since graduation), learning the day to day practices. Some have workloads that are at least objectively impossible: those who attempt to "cover" the libraries of four elementary schools, for example, or to direct a public library with no staff.

All these points now considered, what were the actual comments of those who said yes to either publications or research?

PUBLICATIONS:

> "No-- participated in County report-- spend much time learning-- lots of time on committees." (NOTE: this person was appointed by the County Board of Freeholders to a committee which reported to them on the desirability of establishing a county library. There was a written report of some length, which the Freeholders adopted.)
>
> "Directory of New Jersey college and university librarians-- nothing otherwise." (NOTE: this person was responsible for issuing the NJLA directory of C & U section members)
>
> "I'm in the process of writing an article."
>
> "Have submitted many items to library journals but all rejected."
>
> "Not in this field-- illustrated something on New Jersey Indians; co-authored a pamphlet on 19th century history; my photographs appear in many books including historic houses and specialized medical techniques."
>
> "Before becoming a librarian, I wrote some articles for Children's Playmate, and a short story for Jack & Jill."
>
> "Several years ago, I wrote up the history of (this town) and the town published it."
>
> "Articles in the college's newspaper, newsletter to the faculty."
>
> "No, but I have been urged to."
>
> "No, but would like to do something on how so many of our students have reading difficulties, and what we do as a result."

"Article in New Jersey Libraries about the South Jersey Librarians group-- many letters on specific problems such as civil service rules, testing, automation. Small book being published now on public library and cable."

"Writing now for the newsletter issued by the county superintendents office-- have a student doing an article-- and I write for the local paper about the school's activities."

"Had an article accepted but not published yet-- will undertake more research-- more material-- doing an article on the year-round school."

"In 1969, I did a bibliography on ecology which was noted in LJ."

"Wrote a 5-volume procedures manual which is now being circulated to other libraries too-- very detailed-- for secretaries, students, professionals. Write articles for the newsletter issued by the college library-- was guest speaker at an NJLA meeting."

"Article once in School Library Journal. Also NJEA is considering (now) an article on changing the traditional library to a media center." (NOTE: it was published by NJEA soon afterward)

There are 16 respondents to this section. Five of them are male, and the male ones are all among the more significant. If we consider that our graduates (as well as librarians in general) are include many more females than males (see the table elsewhere in this report) there are obvious non-representative characteristics among these 16. Somewhat in contradiction to my previous remarks, some of these people are very busy, but their personal priority systems led them to somehow find time to publish. Is this seen as a masculine trait? Is writing an article and sending it to a journal perceived as an aggressive act? I leave the reply to the analysts among the readers.

I have hesitated to reproduce as completely as I did, the replies to this section, for some of the people can now be identified. However, there is nothing given which they would not want known--- this is not a section on expression of opinion.

Note that almost all of the publications are "applied", as opposed to theoretical or advancement of the art; also that many are outside librarianship. It will be interesting to observe future publications by our graduates as they gain more experience and confidence about communicating.

On the next page of this section begins a similar review of replies to the question on research.

RESEARCH:

"Last spring, I surveyed junior college media programs: what services they provide to their own staff and to the community-- hours of operation, budgets, staffing, enrollment, etc.-- had responses from 13 of 16 colleges." (NOTE: this person is employed at a community college. There was no indication the survey will be published; it was probably for internal use.)

"Made analysis of the area served from the 1970 census."

"About 1966-67, made a study for a school district on 12-month school feasibility. The school board accepted it, bound it, etc."

"There was talk of combining our public library with the school library-- I did some research on the subject for a few days-- on adult use of the public library-- also, I keep an eye on who uses what."

"Keeping attendance records-- reference questions asked and people in the library-- all sorts of activities-- other criteria of use than circulation-- I will be working it up."

"Keeping reference questions file up to date-- categorize by telephone, in-person--"

"None per se-- I am in the 6th year program at Rutgers, which is loosely-structured and heavy on research."

"None on my own-- I helped with the procedures manual." (see next to last item under PUBLICATIONS)

"I went through circulation usage of our libraries to get a comparison-- interesting notations." (NOTE: this person is elementary librarian for five schools.)

"Just did study of the library's needs in order to recommend to the town's planning board-- directions-- the report was lengthy and detailed for updating of the master plan-- one must learn writing!" (NOTE: I would like to convince some of our students of this latter point-- some of them feel that it is not really important to learn how to write reports, for example. Previous educational experience seems to have taught them that writing is just something painful you do to please the teacher, but once out of school, forget it.)

"No, except that for a course some years ago I wrote a paper on setting up a library with unique design of building and grounds-- have 30 hours beyond my master's."

"Publications in the newspaper on our program."

"Set up statistics sheet-- categorize users-- types of things used-- where they are used-- etc. The principal and I decided on which things to evaluate. I will compile the data and send to the faculty."

"Work utilization study for the Rutgers workshop. In 1975, I plan to check on what my aides spend their time on, to present the results to the school board as support for more paid help-- getting it down in black and white."

"Preparing for ongoing evaluation of needs-- what people are doing-- things that come across the desk. It hasn't been traditional to involve the librarian in curriculum--- they don't invite me to curriculum meetings, though I do get some feedback from teachers." (NOTE: high school librarian)

"No, except for analyzing reference questions."

"Study of schools and libraries in North Rhine-Westphalia, West Germany." (NOTE: this librarian was just away on a sabbatical and may be referring to work done then.)

"Planning to survey students to see what subjects and types of fiction they like most to read."

"Not yet-- I'm working into it..." (NOTE: just graduated)

"Not formally-- informally, in my own head, rearrangement of the facilities and sharing services."

"Doing a study of enlarging the library-- drawing up plans."

"Not since planning for the new facility fell through." (NOTE: at this institution, there had been well-advanced plans for a new building, which were cut out completely when the budget was drastically cut; the librarian's morale was obviously low)

"Did study on use of the library at night-- we had evening hours last year-- also, use of the copier by teachers."

"Did a survey of reading levels-- went through records of national tests on reading-- to support my wanting to spend Title 2 money on reluctant readers-- the results supported my feeling-- 38% were reading on-level 2 years ago."

"Last year we had a self-improvement study-- I was chairman of the unit on instructional materials-- feel it did a good job because it convinced the teachers our (library) service needed a change." (NOTE: I was given a copy of the approx. 30-page report on instructional resources, including the report of the Visitation Committee; it appears well-documented and presented, and the committee's recommendations are in line with what the librarian had stated.)

"Survey now on users-- to show that enrollment decrease is combined with increase in use of library. Also, 5-year plan for library extension, more space and materials. Annual evaluations, needs: arts collections, etc.-- purchased, obtained student reactions. Also, have collected historical items for the Bicentennial, some 5000 volumes-- rare books, pictures, maps, items left by the founder's family-- involved much work on rare books at the Free Library of Phila." (NOTE: librarian at a junior college)

"Studying the needs is an ongoing process."

"Involved in testing the 6th grade pupils."

"Interviewed 56 teenagers about Young Adult literature-- we are revising the collection on the basis of it-- most of them didn't know the YA collection was there--" (NOTE: public library)

"Actively involved in the advisory council to the Area Library."

"Doing some of these things on a running basis-- trying to get a list of community resource people-- it's slow but going along steadily." (elementary school librarian)

"Compiling reports aimed at getting more help-- tried to publish when I was a teacher but articles were rejected."

"I wanted to do some research on the community for the Bicentennial, having lived here for many years, but this was not supported."

"Yes-- trying to research a children's story I am writing."

"Library needs-- evaluation of our services-- I do this constantly."

"Survey of students, of teachers, and of teachers in the sending districts."

"Keeping circulation statistics-- book use in the classrooms does not get counted toward the total."

"Trying to get a PR program underway-- planning, doing much reading and research." (public library)

"Research preparation for Middle States-- visit coming in January-- much work."

"I intend to make reports on the users, needs, and evaluations." (NOTE: middle school librarian; the phrase is a repetition of my question; collection is very weak.)

"Many studies (with one of my staff members) on a newspaper index; cooperating with others in other states on the use of the computer for such indexes-- there are also many research problems on the job, such as use of bookmobiles, questionnaires for the community. Working with Rutgers to measure library use: surveys and interviewing patrons. When setting up the budget, checked other places." (head of a large public library)

"Doing paper on Thomas Jefferson for my own interest-- it might be in print in time for the Bicentennial. Studying the community-- studying the 6th grade-- services and research on what the 5th graders are studying-- they will be coming in to this school next year."

"Very informal reports on reference questions."

"I would like to analyze the makeup of the collection more thoroughly."

"For my own personal purposes, I have made an evaluation of library needs and services that can be performed, in connection with ideas for enlarging the library: still working on it." (high school librarian)

"No-- the director does that--" (this person is very active in the regional association of librarians, mentioning the devoting of much time to the administrative problems of it.)

"Did some research for New Jersey Libraries. Also, together with the head of the art and music dept., wrote a brochure called "an introduction for teachers." "

" (referred to the very large procedures manual noted here under publications); worked on a committee two years ago on developing library cooperative, involving trip to New York, etc. Much research connected with being delegate to the state association on legal problems of status of academic librarians."

It's interesting to observe how often a school staff seems to think of the librarian as the person to write, edit or coordinate a non-library publication. It's impossible to tell how often this happens with the active encouragement of the librarian, but it does happen. As noted before, the research engaged in by our graduates is almost entirely job-connected, not intended for publication. Our own GSC faculty may need to consider whether we are imparting sufficient skills in this area to meet the need. Everyone should simply read through the above listing of activity areas to get a realistic picture of what our graduates are doing or trying to do. Most of them are in charge of their respective libraries, so they bear overall responsibility and in many cases may not be clear on what to look into personally. Getting free of the daily grind in order to plan at all is the first struggle!

"What are your goals for your library? For yourself?"
(after reply, followed by)
"How satisfied are you with how these are progressing?"

These questions elicited, from most of the respondents, evidence of considerable thought and planning about their current situation and where they were going. I had considered separating the replies for "library" and "yourself" but concluded it would be more informative for the reader to see these together, though the result is a rather long paragraph in most cases.

As noted elsewhere in this paper, one of my general goals was to get responses of the kind most difficult to get in ordinary surveys made by mail-- that is, to take advantage of the face to face situation to allow respondents more latitude.

"Cannot continue in present facilities to meet the needs-- now considering moving to (another building on campus)-- the administration understands this.-- Might go into new area in the spring semester. Too much power in the hands of the Business Office, which distracts from satisfaction, but in general, coming along OK.-- I'm interested in relocating to New England, interested in winter sports.-- still looking, jobs are rare. Your lack of ALA accreditation is a problem (with acceptance of the degree elsewhere). I'm very particular about having the power to run my own operation." (county college, media)

"Need much more space-- seats for reading, non-print materials. The book collection is excellent, but packed quite tight. Want more VF. Want more of an area for microfilms, browsing through phono.records-- I can't display things well.-- I need more patience, have to keep in mind there has been much progress. No prospect now for space. It's frustrating to know all your abilities are not being used." (HS)

"Would like to get more AV into it. Really hard, it's a separate entity. Would like to have the AV man and his fulltime assistant in, to never close the library; have recommended this; like to get his AV catalog into the library catalog. Expand in size, up or into the open area on side. School is still under full capacity. I'd like to move into something else-- been here too long-- prefer something like college work.-- AV area is not progressing. I sent out a questionnaire on materials kept in the rooms, was no help. I need clerical assistance (has none now); can't start on a lot of things without it." (junior High)

"Increase circulation drastically, open more hours, have more AV in a bigger building, get municipalized, get the teenagers to read more. I'd like to be a cataloger-- prefer that to the front desk. The State report shows our reference questions doubled; interlibrary loan more than doubled. Trying to meet State requirements; we meet all but one: number of staff. I feel coming along very well; Board President says he's very pleased with me, praises me when I'm despondent-- the public seems pleased at all the services." (public library director, small town, on the job about one year, first job) "to give 1:1 service." (these two persons were somewhat hurried and pressed for time)

"Give more service."

"Will be opening a new school in September 1976. My present goals pertain to that (grades 9-10). Same goals as anywhere: to get enough materials. We do lack money for professional materials to serve the teachers.-- Our budget for materials this year $18,000." (HS)

"Separate classroom needed; I have to close the library when classes come in. Need another librarian, more space, a separate reading room. Would like to have a couple of people under me- at least I have two free periods now, which has helped a great deal. I like better the administrative side: managing, working with department heads, planning, budget.-- This year a new principal and assistant principal, I like both; also, I was in this summer, made progress; basically (things are) OK." (high school)

"To become a media center, include all items-- maybe get it in 3-4 years. To keep up with what's going on, take more courses.-- Doing quite well, book collection up to 7000, over 700 filmstrips, over 100 transparencies; I feel very optimistic, energetic; reference collection being built up, etc." (middle school)

"Provide more materials and services to meet course work needs; meet community needs in the evening courses; better efficiency in managing funds.-- (own goals) same as for library; work within that framework; learn accounting for funds. I've been successful, it's reflected in the budget, no cutbacks." (county college)

"We keep planning and changing from day to day, improving our methods and procedures, we have future plans-- more space to process items, more staff: the workload is too heavy. Self: stay here another 6 years, then retire. Well pleased with progress; I enjoy my job, it keeps changing, is not deadly; the only uncertainty is Trenton." (state college, cataloger)

"To have a good selection in all areas for the students, a balanced collection.-- To have just one library, with adequate help, so I can give my full attention to the students. Interested in medical librarianship. Satisfaction: I'm not!" (five elementary schools)

"A larger library, more adequate. One that everyone in town knows about and uses, profits by. To serve everyone in some way: films, books, meetings: I hadn't planned to be a library director, now very satisfied with it. I like administration and children's work. Would like to maybe head a children's section (of a public library) or a college library. We're moving toward the library goals. Personally, OK, I'm happy." (public library)

"Get teachers and children to use it more; have the time to do more; if only I had more aides or volunteers. Would like to work more with teachers. Coming along slowly, I can see more progress now that I'm here fulltime." (elementary school)

"To expand this library- have a separate junior and senior high sch.- could use both, but mainly separate. Storage area. I enjoy library work; no present connection with AV; would like to go back and get a science degree. Waiting to see if a new bond issue passes this year; if not, there's no hope. I like Senior High work better than junior high, or public." (grades 7-12)

"Need a new building! The land is available; Spanish-speaking group needs to be reached. I want to reach all groups. Not coming along as fast as I hoped. More help is coming in; Spanish language materials, displays." (public library)

"A new building. Want to be able to see the growth realized. There has been progress: $10,000 to $72,000 in 6 years (annual budget); opened a branch. Fear the town fathers may not want a new building. Doing pretty well. We went municipal, gives us a better financial base." (public library)

"Usual aims for growth of collection; make it a place for kids to come to (that's being done); make it physically attractive; needs vary and change. Reaching these well; have achieved some. I want to try different things, maybe the high school when the present librarian retires. It would be a challenge. Maybe a children's librarian in a public library. I was tempted to take a college program (recently) in cultural history. Haven't started yet to raise a family-- feel a conflict in this-- would like to learn more but also to start a family before I'm too old." (middle school)

"Build it into more of a media center. Try to get back a side room, now used for remedial reading. More carrels, more filmstrips, etc.- when classes come in, we're jampacked. I'd like to try reference work, but basically am interested in school library work. I lke this age level best-- have spent so many years with it. Coming along fairly well." (grades 6-8)

"To get the AV stuff cataloged (in departments now). Get the admin. to approve centralization. The principal favors passing everything through the library but I don't have the staff to do it. Only have one librarian, not two. But I made a deal to get two aides-- I prefer aides (instead of another librarian) as it means more manpower. Own goal: to survive! Considering more courses: get a doctorate or a certificate in advanced librarianship. Progress: Moderately OK. I do have administration support. Am called "the resident noodj" by the assistant principal. There's great potential. Things here got started off on the wrong foot when _____ (her predecessor) let kids get used to messing around, they bugged her, she had to leave." (high school)

"Build up the reference collection- provide better service. To do my job as well as possible. Progressing very well." (public library staff member)

"Generally-- would like the kids to like books, like the library, want to be there, be curious. I want to show them how to find answers-- the library is a comfortable place to be-- not absolute silence, be excited about books. Later I'd like to try other levels-- junior high and senior high. Really very satisfied now." (emphasized the very) (two schools, K-4)

"Integrate the libraries into media centers-- get the media cataloged-central collection is not best way; have a central catalog but not one collection. One in each school. As of now, the filmstrips are all in one school. I want to keep up with what's going on, remain active in county and state organizations, see my present libraries through the next 3 or 4 years, though my husband is looking for another job and we might have to move. I'm very serious about staying a librarian, but might start a family in another 2 or 3 years. Maybe get an advanced degree or courses-- Drexel? Progress: OK, doing well." (four schools K-6)

"Provide more, have people use it more as an entertainment center, to accept it as a regular part of their lives; we should (e.g.) sponsor children's activities. Personal: Like what I'm doing now, not having administrative responsibility; someday, would like to work in a medical or industrial library. Progress: OK, after all, I've only been working a short time; like my current job but not to stay there permanently." (county library, media)

"Difficult to look ahead very far. To build an AV collection using the standards. Definitely progressing: new center under construction. Will have 2½ times the area and another staff member, more of everything. Have a slight preference for the elementary school level but satisfied where I am. It's too late in life to make changes. I was a hosewife for 16 years before going back for courses. Am satisfied where I am." (high school)

"To get my media specialist certificate; to set up 3 media centers and be fulltime in one school with an open library besides regular classes. Things are going very well." (three schools K-5)

"Broaden the fiction collection; have a reference media center upstairs (have two floors); I have begun to teach equipment use to some, skills for 4th graders; will try to have students so the upstairs can be used for independent work. Want to stay at my present level, I'm not an administrator, don't want to work with adults. I'm a very impatient person! Not at all satisfied with gradual progress- very anxious for progress now." (K-6)

"To expand it much more, serve completely the needs of the area. I'd like to serve this community well. Progress: very well, both library and myself. The director lets me do quite a bit, there's much room to maneuver." (head of branch public library)

"Continue increasing quality of the collection- enlarge the AV collection- more individual student use- make our own slides- more of a media center- have fewer things we can't handle- I'm probably content to stay put, family responsibilities. Like the setup, not able to handle more. Pleasant atmosphere, good job for my ego, much respect shown here for professionals, principal is fine, I'm autonomous." (high school)

"To involve more teenagers in reading-- help them learn. Build up image of the library as part of the school. Become familiar with all aspects of media service to the school. Fairly well satisfied-- never completely satisfied, of course!" (high school)

"The college had planned a LRC at one time-- would have had a TV studio, etc.; we had formal goals. But were cut back deeply (due to drop in planned enrollment) and am now re-thinking goals, but there is no hurry. Soon I will complete all requirements for a second master's and am tempted to go for the doctorate. Personally, I'm satisfied with my present graduate work; professionally, quite disappointed on the job because fantastic plans were cancelled, and I have no interest in the new goals (of the institution)." (college)

"As to AV: trying to expand the AV to support the curriculum of the school; closely relate the print with non-print; recommend things to teachers, complementary materials; get students more aware of the materials we have. I'd like to do more AV prpduction-- move more into AV- some teachers are still hesitant. Need space and help. Get more on videotape. Also, want sufficient equipment for all rooms: screens, several types of projectors, at each teaching station. As of now, they must keep borrowing (back and forth). Progress has been fine in the last 4 years. Old-time teachers say there has been a great positive change in the library and AV-- have integrated it into the courses-- added a film rental service. Problems with the county film service (to schools)." (high school)

"Trying to support the curriculum well. Secondarily, supply pleasure reading. You have to master the primary goal. We are really a media center. To accomplish these things, go from a plain print library to a real media center. Progress OK in the last 1½ years, a new principal, moving ahead. I'm very satisfied; lost a year because of a poor administrator, had to tread water, actually moved backward then." (high school)

"Hoping to have a media center-- work with the teachers-- change objectives, open up the library. The 7th & 8th graders now can come in as individuals but not much. Almost all use it some. Very good to work here but the program is not satisfactory, in that scheduled classes come in to give teachers the period off. I can't teach library skills all year. Too much time as a babysitter. I have so told the administration, and consultant has agreed.-- I can walk in and talk to the principal (easily); very fine people." (gr.5-8)

"Circulation and periodicals now, want to extend the library, have more facilities for students. They can't study well, there's no lounge, need to be more relaxed. Self: to develop in areas-- more personal contact, small library, more interaction, use the whole collection, learn more that way. Well satisfied." (college)

"Hope to find a position in new area" (moving with husband) "Need to build confidence in dealing with children. I will stay in the children's field. Progress: OK; I'm building confidence." (public library)

"Would like to be in one school only-- can't do real justice to 3. Ideally, more money to meet the needs. Eventually, when my own children are older, I'd like a high school position. It's very frustrating, there's no hope to be assigned to just one school; I recommend it each year and not approved. At least there are now two librarians, each of us with 40%, 40%, 20% of time in three schools, so we cover 5 between us." (K-6)

"To overcome the junior high school negativism among the students; I cannot seem to overcome it. Would like to find another job. No progress on the goal; am very pleased with inclusion of AV materials into the main collection, teachers can use them now, am reaching out to the faculty with library programs." (K-8)

"To have a complete media center with all materials integrated and to make myself knowledgeable in all areas of library science. Progress slow but in due time maybe my goals will be achieved." (grades 6 to 8)

"Meet the needs of all, not just the so-called highly intelligent. So we carry things that are not worthwhile. A certain class comes in, you serve them too, as others. Self: to stay here; it's a pleasant way to live, I have no ambitions." (public library staff member) (the reference seems to be to a newer element in the town that is seen as poorly-educated and poorly-socialized, despite the contradiction implied by the first sentence.)

"I'd prefer to be in a school library; will be interested in a job when my child is older; would not go away from children; desire to be an elementary school librarian or a children's libn. in a public library." (was staff member with a public library until left to have a baby)

"Continue to grow and serve more, take a curriculum oriented view. The college should be the place for the whole community to enjoy. Wish I knew more on automation" (didn't take the course while at GSC) "would like to see CAPTAIN developed" (this is a proposed automated system for statewide computerized acquisitions and cataloging) "want automated circulation control. I like my job, it allows me to get into computer searching. How satisfied am I? I'm never satisfied." (college)

"At this point, my main goals are to completely re-establish this library. It was allowed to run down to the point that it almost ceased functioning. It has improved. Hopefully this will be completed by September. I tend to feel frustrated at times since the backlog of work is difficult to get to while at the same time keeping up with the day to day routine and the processing of new materials. Although I work a ten-month year I did quite a bit of work last summer and hope to complete the backlog this summer." (K-8)

"An open library-- being able to reach children on a one to one basis. Being relatively new to the school I can only say that I am satisfied." (K-6)

"To become an active learning center, involve teachers in preparing materials here; I have equipment for sealing, etc. To guide and inspire along these lines, hope some day to pick up a few courses. I'm satisfied- yes, it's a slow process. Having received the Special Purpose Grant this year is quite a boost, it brings in more students and teachers. I'm trying to get them involved in selection." (K-8)

"Support the curriculum and interests of children, motivate them to read, to take their place in the world; include non-print media. Need another librarian, cannot do the job with only one professional. I need time to work individually, want to work one to one. Not satisfied, needs still open..." (junior high)

"I want to go back to the same job-- or something similar-- maybe the County Library. (When the kids get older) They do want me back at _____ if the funds are available..." (formerly elementary school librarian, 4 schools, until left to have children)

"Would like the library to be a more integral part of the school and learning-- would like to be more involved in planning, working with teachers-- I do teach reference and library skills, but sometimes am scheduled at times when the kids are not using the skills. Card catalog and reference skills should be coordinated with research papers-- I should get some feedback on how the kids are using their skills. I never see the final book reports, for example. Content to finish my working career in a school library-- would be challenge to set up a new one-- have long had a secret desire to do reference work. My present situation is pretty fair-- good. New contract for teachers has them released from library period, so I have problems. I have open periods frequently when kids don't get herded in and out. Don't always let them charge books out, so I can work with them. This may be cheating, though it seems the best way; I have open periods before and after school." (K-6)

"To be in one school- one library-- show what kind of program I could present. Would like to find out what I could do if given the opportunity. Not satisfied at all-- it doesn't look good-- getting worse-- in one school, they have put all the fiction books into the classrooms; now they're going to move the reference books out." (three schools K-6)

"Further strengthen it to meet curriculum needs, reference collection is good. Feel strongly about this area for student support, curriculum. Have achieved own personal goals; started with all duties, eliminated parts. Now doing the things I'm most interested in. Doing very nicely. Can't get the clerical help needed-- great backlog of material to type. Problem is budget." (college)

"Like to see a well-developed library in all areas-- with students competent to make best use of it. Like to become as good a librarian as possible and continue my education so I can be coordinator (of all school libraries in the district) if they set one up. Working toward an Admin. certificate. You have to take courses out of your field. One of my library science teachers at Montclair was completely out of touch. I'm fairly well satisfied." (K-6)

"Immediate goal- to split my story hour: the K-4 group has 35. Adding the 5th grade. Would like to break it into K-2, 3 to 5 to help meet varied interests. Mainly, would like to get experience, to bank on. Like children's work: might eventually like to publish children's work. Have tried writing children's books, none published, have had a play produced. Have a good theatrical background, which would be good for children's librarian to take. Progress? Can't say yet, too soon." (children's librarian in a public library)

"Develop a real media center. We have a software room, balancing out the collection. Long way to go yet. Hoping to move to the college level some day. Will try to get a second master's-- history? Started out in social studies, was persuaded to change to Teacher-Librarian, liked it and moved into librarianship. My attitude changed during student teaching. Progress: fine, beautiful; I made the transition this year. Growing, adding more, some wet carrels, rooms for students to view AV, big change this year. Personal: slow but OK. Spent 4 years at the elementary level, will spend 4 to 5 years here-- see how the job situation is then. (high school)

"To have students want to come to the library-- not that it's a problem now. Just to have students know I'm here and available for them. Very satisfied."

"Hope to get into a library position soon, in a year or two. I'm committed to be here another year. Feel sure I will (get a library position)." (currently a teacher)

"I'll give you a copy of our goals." (this person did indeed give me an official 5-page formal listing of the goals and objectives of the media center, too much to repeat here) "Progress: Not as well as could be. Taking long time to establish contacts to develop the media center. Have to go look for salesmen and sources. Takes much time. The faculty had high expectations and there are no materials yet." (a new county vocational school)

"Like to enlarge library-- more books-- we acquired much AV last year, now open all day including lunch, making steady progress. I'm very highly satisfied. Taking more courses at Glassboro: want administration degree." (county vocational school)

"Increase the collection to match growing population, get a PR program underway, need to do much research and reading, increase preschool collection (already starting storyhours); try to keep up with what's new-- I can't go back for more courses. Budget increasing, we do some fund raising; much in the journals does not apply to small public libraries."

"To have only two libraries, not 4. I make reports to the principals a couple of times each year, copies to the superintendent, though not asked to. These are very well received. I send notes to the supt. on what I could do: can't move far into reading guidance, for example, thoughI'd like to: such as science-fiction, adventure, the standard lists. The supt's view is that it works well, not to have the professional doing clerical work. Also I am now doing the ordering for the new school that will be occupied when the old middle school is vacated. Everything I do is on professional level, my aides do all the clerical work. Progress OK, communication good, a pleasant situation. There was no elementary librarian when I came, and only the middle school had a librarian, who ordered books for all." (four schools K-6)

"Well satisfied but could do better; we're on split sessions, rigid scheduling, cannot make good use of my time. Younger students especially have no time for library; classes come in frequently, the sophomores are doing term papers. Library not getting used the way it should. Would like to enlarge the area, I have plans drawn. There is room to go outward. Can use amedia area. This year for the first time we have department resource centers-- four centers with teacher aides, in: science/math; social studies, English; fine arts; and business. Very satisfied with what I'm doing now, trying to improve the resources. Trying to convert the next room to reference; Middle States is coming up." (high school)

"I'd much prefer to be a reference librarian-- there was no place to go therefore am doing my present job-- it won't happen here, not enough budget. However, this is giving me useful experience. I'd love a part-time reference position (have three children)." (general circulation staff member in small public library)

"To get more books, build up positive image in the community, open the library after school and in the summer. I'm basically happy in this kind of work (but) not satisfied with progress toward goal noted." (middle school)

"To get a new building, increase use of present materials, add more diverse services, emphasize information to people to fill personal needs, supply all materials requested and needed; I'd like to do it with less money, emphasize economy, especially in local situations, librarians need to learn to serve with economy. When I came here, no one ever asked me what I believed about things-- the personal interview is vital-- is the person stable? Get frank evaluations. See the profession as a whole." (public library director)

"To maintain and improve our program. I was a very disciplined person; librarian needs to adjust and understand the changing role with children. Thinking of going back for a master's in social studies-- I've needed to learn to be more tolerant while not lowering standards. Satisfied with progress." (middle school)

"Love to expand the reference collection- has been done some-- very weak in some areas. For now, I'm very content with reference work." (public library staff member)

"Want to keep on advancing myself professionally, keep knowledgeable; know I'm doing my job well; want to help students, help the library do that more; would like to analyze the makeup of the collection more thoroughly. Am satisfied but not thoroughly so; always striving to do better." (college)

"That's very difficult to answer. Trying to enlarge the library, it only seats 56. And that's tight, back to back. Frequently packed full. Not much chance to use AV. To try to give more service, but need something to work with. Progress: will be able to answer after a decision is made on space! They are trying, but they are not library oriented at all (the school administration). Hope to have the ability to offer more services to students and teachers." (high school)

"To provide the best possible service, make it a cultural center for the community. Become the best professional person I can, within limitations of education and knowledge. I'd like to take another degree. Moderately satisfied with progress." (public library)

"To continue working here. Progress: fine." (staff member at large public library)

"Would love to educate the staff and administration to importance of libraries, get a bigger facility, improve circulation, be helpful; get people to enjoy the library. Much personal satisfaction in staying here if only I could see some improvement. Willing to move where things are more library oriented. Now feel thwarted professionally-- too involved in picky things." (junior high)

"Need larger share of college budget to adequately support programs. Better rapport with faculty for library orientation-- curriculum committee to have the necessary materials." (refers to curriculum committee approving new courses without library having materials)
"New building needed, more functional one. Not coming along very well with these goals, not well satisfied. I plan to return to school, need more time; was accepted into a doctoral program but the cost was too high. Maybe get a second masters. Rutgers will not accept a masters from a non-ALA accredited school for the Ph.D. program. Time problem: I'm involved now in college and professional service that leaves no time for more formal education." (college)

"Get kids to know how to use the library- reference- have a good feeling about using libraries. I want to go to the county college in a year or two; keep current in the profession. Fairly well satisfied." (middle school)

"Right now, short term, just to keep up. It was a 9th grade library, now 7th grade. Have no materials at that level. Desperately purchasing to meet the need. Long term: to make it a better 7th-8th grade library. To be a librarian; serve students and teachers. Am unhappy over it; book orders are slow, teachers don't tell me what they're teaching; department heads won't or can't tell me next year's curriculum; don't know how to order; very frustrated. At least they hired me last summer to work 6 weeks on the transition." (junior high)

Most of our respondents defined their goals narrowly, in terms of getting more material resources. The most frequent statement among these is "I want more space." The librarians then go on to detail what they want to do with more space-- add more seating, more books, more audiovisual media (surprising how many of these apparently book-oriented people want more AV)-- and also more staff. The addition of staff is then detailed in two ways: most often to relieve the professional of clerical detail, but also to keep the library open more hours. For schools, this sometimes means wanting to be open in the evenings and in the summer.

Another category under "more" might be considered the wish for making the library more physically attractive, better organized, with a more balanced collection.

Not many librarians went on to define their goals in terms of what the "more" would do toward accomplishment of ultimate goals. What will more X allow you to do, that you can't now? And what good will that do for our institution? These are questions administrators will raise with librarians and the latter must learn to be prepared to answer them. Some went on to intermediate goals. For example, having more space will allow them to seat more people and to have more books. Fine. Now, why is that desirable?

Respondents were usually very frank, surprisingly so because they knew our interviews were being taped. Of course they were promised their replies would be anonymous.

Some of them come through as quite frustrated because of limitations on their abilities to function fully. If the job market were to improve, I can identify a few who would probably move on immediately. Others express frustration too, but seem to have adjusted to it, and are likely to stay. Not many want to change the type of position, though. Probably a majority are sufficiently satisfied that they will remain on the present job no matter what offers come.

Those who must cover more than one school do not seem less satisfied than the one-school librarians. Perhaps this is due to circumstances having forced them to lower their sights. Certainly, if anyone can be said to be limited in the exercise of professional skills, it is a person who must divide herself among several jobs, not giving full attention to any.

Note how many of the respondents wish to improve themselves-- to take more courses, get another degree, study on their own, learn through practice. Some of these are tied in to the prevailing desire to have more time (and training) to engage in one-to-one work with library users, intensively, instead of more shallowly with large groups.

A different kind of goal expressed is that of wanting users to like the library, to like books and reading; a psychologist might interpret this as a desire for users to like the librarian, growing out of an unsatisfied need for appreciation and gratitude for the hard work the librarian devotes to the job.

Another frequently-expressed goal is for more involvement by, and cooperation from, teachers and administrators. To some extent this may be tied to the last item mentioned, but it also reflects much frustration over poor communication, relationships, and roles in the school situation. Whenever librarians get together (whether school or public) they eventually comment on the perverse tendency for teachers to make assignments, develop new units, and set up projects (that will impinge upon libraries of both types) without informing librarians. This applies from kindergarten right through to graduate school.

A minority of librarians mentioned things like increasing circulation, getting readers to read more. One librarian wanted to see the book reports produced by students as a result of their work in the library, to get some feedback on how the library resources actually got used. Why not? Teachers might go along with this if it were mentioned.

Female librarians-- the great majority of our graduates-- have certain restrictions placed on them due to the husband's job. Some have had to leave good positions because he moved; others hope to find a good position later. Those with children need to adjust their working hours, or to retire from a job altogether for a few years; those who hope to have children are already thinking more of getting that family started than of planning ahead with the present job. It would be strange if supervisors were not aware of this. Some would like to find part-time jobs with flexible hours; some libraries do set things up this way. Why cannot others?

Public librarians want their libraries to have higher visibility in the community-- positively, of course. They lack the constant sense of being an integral part of a large, active organization, one that impinges upon the library every minute of the day, that a school librarian has. This is replaced by a more diffuse, weak awareness of the larger community "out there", including awareness that the community is not very much aware of the library! So the librarian has no captive audience, as is the case in schools; she has to actively go out and get them. Sometimes school librarians might wish they did not have that overwhelming, omnipresent sense of the school community.

School librarians are in a basic and possibly unresolvable conflict role. They are taught to work with students directly, and for them indirectly through teachers, but their job success and satisfaction depends really upon their relationships with the principal of the school. Most librarians are female and don't like administration; most administrators are male, do like administration, and don't know much about libraries. The happiest librarians I met were the ones who said they had good rapport with their principals, whether they realized the implications of this or not. No wonder teachers have a hard time accepting librarians as colleagues. Not too many of our graduates are succeeding in meshing with both groups. What (if anything) can we do in the curriculum to help future students with this?

"In your current job, when you recommend the purchase of books, magazines, or other educational materials, how often are you reversed by someone else? (except for reasons of budget) Are specific titles omitted?"

In some interviews, the phrasing of this question was slightly different, asking 'how much of the purchasing...is within your control? Do others change or overrule your decisions, or have independent funds under their control?' I soon changed this to the wording given in the heading because it better suited the actual way in which the graduates perceived and responded to the question-- furthermore, it sharpened the attention of the person on the main aspect I wanted. The aspect was that of censorship. Therefore, the reader will also wish to read the section of this paper that asks the graduates about how dealing with censorship was *taught* at Glassboro.

"I am vetoed on maintenance agreements by the Business Office. Otherwise, on specific purchases, I am never stopped (within budget). Sometimes the Business Office asks why, but they always get what I have asked for." (college)

"Theprincipal always signs my requests-- accepts them. Dr.______ used to cut titles from the list on sex. He'd question me on them and then put them back on the list when justified." (the librarian was not clear on whether this previous principal accepted *her* definition of justification) (high school)

"Always my own choice, never vetoed. Only problem: I can't buy AV materials from the library budget because of the state system of accounts." (high school)

"Never reversed by my Board. They are less prudish than I am, perhaps. The kids need the stuff. The Board President cleared a book I had doubts on-- on sex and drugs." (Isn't that interesting as to the board attitudes-- and on the librarian being willing to say so!)

"I select children's materials-- no one reverses me." (public lib.)

"I do order items-- suggestions from the staff are rarely- are *never* questioned. Those from faculty and students are. The director sends in the orders." (high school)

"No overruling-- all titles are bought." (high school)

"No veto on titles-- on budget only." (middle school)

"Not overruled on decisions-- am one of three (making decisions) and the director does not overrule. Each professional has a free hand-- each one is assigned an area-- he coordinates requests to avoid gaps." (college)

"Once in a while, rarely, a title is questioned. Once, a professional periodical was. I don't always know how much money is allocated to each school by the main office-- what is allocated, I have the privilege of spending. I am very careful with my selections, so I expect no selection problems and have none. I make sure everything is highly recommended." (K-6)

"Not overruled by the Board-- I make my own choices-- we work as a team (refers to her staff)-- the ultimate decision is mine." (public)

"Never reversed." (K-6)

"Nothing questionable is allowed. If the superintendent sees something mentioned in the papers, as a problem, we cannot have it. He doesn't go through my orders, but questions me on whether I already have a questionable item. If so, he requests I remove it from the shelf." (she does so) "Book of the Month Club books: with 7th graders in the school, I must consider what their parents would say. Mainly, it's sex that leads to problems. Once, it was a book about PW's. I do have both sides of controversial issues." (the last sentence was added when respondent realized the picture being presented was a bleak one) "I do try to cover all areas of religion." (7-12 high school)

"In my special field, I am occasionally overruled. The funds are not under my control." (public library specialist)

"Complete control-- no reversals. The Board used to have a three-person book selection committee which didn't agree; there were horrendous battles (among them); the previous librarian insisted on ending the committee." (public library)

"No veto while I am within budget. I use faculty suggestions, base orders on their wants." (middle school)

"Orders go in as placed (subject to budget). The assistant superintendent specifically said my orders are not questioned. I get $2800 per year, cut back from $4300. I must order in the fall, all at once. At first, they didn't tell me the total available." (this was explained as requiring her to order blind-- no idea of her allowable total; this has changed) (middle school)

"No one has ever vetoed my print selections. Equipment is often cancelled. No restriction on software." (high school)

"A little bit-- yes, overruled on price, but not on title." (public library staff member)

"I feel the requests will go through. No experience yet." (just newly appointed) "I feel they will give me a budget, leave the titles to me. I plan to get a questionnaire out to the teachers on needs." (K-4)

"I always check my orders with the principals. Only one of the four questions-- he is more active in reviewing my choices. I have had nothing big for him to look at. In the other 3 schools, no question." (four schools K-6)

"Overruled only as to budget, not on titles." (county library)

"Never overruled-- sometimes things are questioned after I get them. For example, Jonathan Swift's 'modest proposal...' " (high school)

"I usually receive what I order. If my orders must be cut, I do it. (anything on) sex education is omitted. I purchased the Follett series on reproduction and sex for myself and the nurses; the principal would not allow it on the shelf; he gave it to the class for pregnant students in the Gr.6-8 school. I am not consulted on purchases in two schools, only one." (three schools, K-5) (Isn't it interesting that some of the 5th grade girls, denied access to sex education materials, became pregnant when they got to the 6th and 7th grades-- and that the principal was then willing for them to learn about sex?)

"The superintendent overruled my order for professional journals. My orders are cut-- they send the order back with word to delete so many dollars. Titles are not cut." (K-6)

"Only if I accidentally order a duplicate. I read several reviews and recommendations." (public library staff member)

"Never on titles-- budget is my only control." (high school)

"No-- only budget. No questions ever raised." (high school)

"Not involved in selection." (college)

"I try to order by State guidelines, but the school board cuts every year. Am not reversed-- no problem while within the budget. I have discovered a greater need in AV, and got the board secretary to transfer funds from books to AV." (high school)

"No veto-- I do all my own selecting, no one else checks it.... So many magazines and books now are the kind you used to get in a plain brown wrapper: but you have to have them." (with a sigh) (high school)

"I request suggestions from the faculty, give them first consideration. Make the final decision myself. The superintendent approves the book orders with no question. I am told the amount of money, and spend it; no problems. I do not order AV; the teachers request this directly from the supt. The elementary school librarian and I work together on selection." (middle school)

"Magazines, all ordering and cancelling in my control. Book orders in all areas, not vetoed. The three librarians do it, shared. (as long as within budget) (college)

"Not much now involved in selection. Not overruled either here or in previous position." (public library)

"Only as to budget. Orders are submitted for principal's signature, which is automatic. In one school, the principal uses my account for other books-- orders books or encyclopedias he prefers. He does not veto my choices" (just spends her budget!) "the principals don't seem to understand." (K-6)

"I have a problem right now. The school board is protesting. The previous librarian avoided any controversial items. I allowed the kids to request some items, such as MAD magazine. One of the pocketbook MADs was taken home by the child of a school board member (who became very upset) and the Board voted to remove all MAD books. I protested it was a violation of their own policy-- I am going to their next meeting to bring it up. The principal told me he wanted nothing in writing (no policy, that is) but the policy had been adopted years ago, everyone had forgotten about it." (K-8)

"Never overruled. The teachers only complain when I don't have the materials they want but then I put them on the spot." (refers to teachers not cooperating in selection, so they are vulnerable to the librarian's response) (gr.6-8)

"I have nothing to do with ordering. The director discusses everything with the staff." (public library staff member)

"I had complete control in the area of books but not children's magazines. Due to lack of space, I could not always spend the money allotted." (former public library staff member, left to raise family)

"Very rarely vetoed and then only for budget." (college)

"Never. As long as my budgetary funds hold out, I may purchase anything I want. Of course I personally would tend to omit any titles which would be inappropriate for my particular library." (K-8)

"Have not been reversed." (K-6)

"Never any problems such as that. Titles are never pulled. Once I ordered two books with the same title and a school board member questioned it. It was Alice in Wonderland-- one edition with the Tenniel illustrations, one a cheaper edition." (K-8)

"Titles are not questioned. All go through. No problem with principals at all." (middle-junior high)

"No veto on titles-- they watched carefully for complaints. If any were received, they would automatically take it from the shelf. I had one minor problem." (formerly librarian of four schools, K-5)

"Not overruled. Board sets budget, per capita. Sometimes the principal reserves part of my AV budget for classroom materials- he used to do all the ordering; respects my judgment." (K-6)

"Never reversed. Only thing taken off recently: witchcraft books. These were taken off the shelf in the ____ school. Can't have the occult-- the pictures are not desirable-- it said the devil looks for women..." (three schools K-6)

"Selection is divided-- everybody selects-- faculty requests are honored insofar as possible-- we use Choice a great deal-- one of the staff specializes in music & art. I've never been vetoed on selections." (college)

"No overrule- I don't even go through the principal-- I give him a copy of my orders so he knows; no reversals. My first principal didn't even want to see the list." (K-6)

"My suggestions so far have been ordered. Have every reason to feel (future ones) also will be." (public library staff member)

"I am not reversed on titles." (this high school library staff member then added that the superintendent wrote a letter to the staff, that they would 'pay the price' themselves if they chose anything offensive to parents or children. It was stated to me that some titles had therefore been withdrawn from the shelves for further consideration. I asked to see them and made a list of titles. These questionable items were:

Love and sex and growing up
Your legal rights
Time of changes
Fidel Castro
Deliverance
The subordinate sex
Left turn
Why wait till marriage?
Go ask Alice
Teenagers ask more questions
Talks to teenagers about sex
Please touch
The poetry of rock
Voices from the ghetto
Sex-- telling it straight
Sex before twenty
The panchatantra
A doctor among the addicts

Love and sex in plain language
Love, sex and being human
The alternative (on communal living)
Sex and the young teenager
Attica
The blessing way
Remove protective coating a little at a time
Girls and sex
Single parent experience
I'll get there-- it better be worth the trip
Land of lost content
No easy circle
Letters to a new generation
Ingenue magazine-- ran an article on petting-- subscription was cancelled by superintendent.

"Seldom (overruled). I know what the teachers need; try to meet their needs." (1-8)

"As of now, all my recommendations have been ordered. My requests go to the principal. Sometimes to his administrative dir. too-- I have not yet written a book selection policy but will." (county vocational high school)

"All my decision. Suggestions are solicited from teachers-- record is kept of these-- budget is small." (high school)

"No veto." (public)

"No, not cut. My budget comes from the superintendent. They do look the orders over, but no reversals." (K-6)

"I pick the books. Never turned down. Teacher suggestions are taken seriously but are not required." (high school)

"All control-- no veto." (middle school)

"Departments make final decisions. Director can reverse but by own philosophy does not." (public)

"No reversals; only budget." (middle school)

"I make a few recommendations, not many." (public library staff member)

"Don't recall any veto except on budget." (college)

"It has happened a couple of times. It has not necessarily been my own selection. Generally titles are recommended by teachers, which I purchase. I have always managed to keep the titles despite parent objections. There's a problem with sex education: since 1968 or 1969, the language has become very frank. (also) had a problem with a course on the supernatural-- we have an encyclopedia on it-- some of the ideas are far out." (high school)

"I am not overruled..." (public library staff member)

"Not usually. Sometimes I am encouraged to order hardbound rather than paperbound." (public library staff member)

"The principal has a hands-off policy. She scans books carefully herself. Parents do take things out of context. It would be nice if someone took an interest." (junior high)

"Only reversed as to budget." (college)

"Never reversed." (this librarian of a grade 6-8 school said in a separate part of the interview that "I have to censor at this age level. There were several books purchased and circulated which had very graphic description of sex-- also I had to remove a filmstrip on Easter, as this is a heavily Jewish community.")

"No vetoes on titles-- never-- I use booksale funds for things not in the budget." (junior high)

Summary and comment begins on the next page.

It may be that a reader of this section will be able, through personal knowledge of the graduates and their situations, to make a close guess as to the identity of some of the foregoing. With all earnestness possible, I urge that reader to keep that guess or identification to himself. Not only did I promise respondents anonymity and privacy for their frank replies, and revealing it would break that; it might well in many cases be embarrassing and harmful to the person in the job situation. I have tried throughout this paper to conceal identities by omitting details, even though the information would be more useful otherwise, and I beg you to cooperate in preserving the privacy of our graduates.

My question to the graduates was not phrased with the word I was aiming at-- "censorship"-- because I felt that is so loaded a word, that responses would be inhibited and skewed. However, they all got the idea and I do believe most answered frankly. It seems to work better to raise the general subject of selection and controls on it. The fact that so many were reminded of specific problems they had must make us wonder how many had problems and either did not remember, or felt it wiser not to talk about them.

It is apparent that most censorship problems arise not as a formal part of the selection process, but in two other ways: first, as a general awareness of the librarian that she will "get in trouble" if she selects certain things; second, by pressured removal of things from the shelves later. It would also be inaccurate to picture the librarians as necessarily opposed philosophically to the control attitudes of community and administration. Some were explicitly in agreement that there are some things children should not see, and that among these are.... With others, this was a less explicit attitude that nonetheless came through to me. So difficulties often do not arise simply because the librarian and the community are in substantial agreement. This is certainly the case in the few Catholic schools I visited, where the collections were more bland than in most public schools, but no one involved wanted anything different.

There were no discernible problems among the college librarians I interviewed, and this might be expected because of the prevailing attitudes in college communities. Public librarians reported little in the way of current problems. So, it is the public schools where we find the greatest tension and conflict between the basic attitudes we try to teach our students, and the role they are expected to play on the job. The graduates have all adjusted to this in varying ways, and it is important for us in the College to be sensitive to their problems.

Over two-thirds of the graduates claimed to have no problems; most of the rest described few, sort of a "what, never? Well, hardly ever" kind of situation.

Purchasing only from teacher recommendations or from very well-reviewed lists is a standard means of protection from pressures; librarians need to be reminded that it is also, in today's slang, a cop-out.

Undoubtedly, the area of greatest sensitivity is that of sex. Too many parents and educators seem determined that students below puberty shall not learn of its existence, and that if they do learn of it later, "at least it won't have been my fault." Certainly the school library shall remain pure.

Every year I have my classes simulate a censorship situation, with students representing parents, teachers, school board members, and the school librarian. The area in which they themselves "lose their cool" most readily is that of sex. Even members of the younger (supposedly liberated) generation get highly nervous when they think of exposing "kids" only a few years younger than themselves to "the facts." On an abstract basis, most professionals accept the need for sex education in the formal school setting, but when you place a concrete, explicit bit of material in front of them, the tension level rises perceptibly!

Other issues: politics, race, religion, etc.: are much more easily handled, and my interviews indicate there is little in the communities on this. I found brief mention of witchcraft, for example, but this may be more a problem in sex too, than religion; the layman has an image, probably due to recent scandals in the press, of witchcraft as teaching people to engage in orgies. (If the advocates of witchcraft can only cultivate that image, they will be very successful!) My "offensive box" contains many areas. This is a box of materials, mostly books, that I have accumulated over several years, which are offensive to some group in some area. I use it as a laboratory collection when my classes are simulating censorship. For example, there is a jokebook of some 30 years ago which (by today's standards) degrades ethnic minorities-- the usual Polish, Italian, Jewish, Irish stereotypes.

Perhaps it is wrong to concentrate too much on the schools with problems. It may be accurate to say that in more schools than not, the librarian is free to select whatever, in her professional judgment, is needed-- and her professional judgment is unbiased by personal preferences in religion, politics or sex.

The reader will profit by reading the individual comments I have made next to certain graduate comments, in light of all the above. Other points are made about the selection process and budget limitations, worth considering. Some librarians are not really allowed to participate in budgeting (see that section of this paper) and others do not know how much they may purchase; others must spend it all at once, quite early, with no funds left to meet sudden needs arising during the year.

And finally: I for one am not prepared to condemn those librarians who have compromised in some way with absolute selection freedom. Sometimes half a loaf today-- and hopefully the whole loaf next year-- is better than a ringing pronouncement of principles with no loaf. But this must not be used as a rationalization for cowardice!

Section on BUFF paper

There are three sections of this paper included here, all on BUFF paper for the sake of convenience in finding them from the main table of contents.

They are not on a common topic (thus accounting for the lack of a general title above) but are grouped because they were written at about the same time and the printer had little paper of other colors on hand!

First:

> "What barriers to professional and/or personal accomplishment have you encountered? Could Glassboro have done something to help with them in the library education courses?"

Second:

> "How did your attitudes toward librarianship change as a result of your library courses at GSC?" (10 pages)

Third:

> "The faculty..." (this section contains ratings of the Glassboro library education faculty in a number of categories, including those no longer in the program and adjuncts) (24 pages)

I will not attempt to summarize these sections in detail; the "barrier" most often mentioned that is within our power to change is the lack of ALA accreditation for the Glassboro program. Even this is dependent upon the College finding funds to support the application and the process, which is almost impossible at a time when radical cuts are being made in the State funds. Attitudes changing- I would say the chief one is that the graduate did not realize "how much there is to being a librarian" because of the stereotypes-- these often prevent people from entering the program in the first place. Faculty: many of those who taught, in the past, as adjuncts are felt to have been poor teachers, though probably good practicing librarians. The present fulltime faculty are seen as both competent in the subject matter and concerned about their students.

The "barriers" section begins on the reverse side of this page.

"What barriers to professional and/or personal accomplishment have you encountered? Could GSC have done something to help with these in the library education courses?"

In some interviews, this question was phrased, "...Could Glassboro have done something to help with these?" Replies indicated in every case that the persons understood the library education program was meant, though they sometimes also referred to other areas.

"None- I have been fortunate and moved well. The only problem on one occasion, that I didn't have an MLS from an ALA-accredited school; this came up when I applied for a job in New England."

"No- lack of ALA accreditation with some people, but it has been no problem to me yet. Dr._____ was the superintendent here (when I graduated) and tried to get me here for 2 years..." (explained his knowing her since the days when she was a teacher made her formal qualifications less important.)

"ALA accreditation- we need it- a couple of jobs I applied for, I was shot down on that basis. Also, important to teach to meet job needs."

"Not knowing board duties and relationships; the laws of New Jersey. Maybe you could have case study examples." (director of a public library who stepped directly into it with no experience)

"ALA accreditation is needed. Fortunately this library does not require it."

"None."

"The other education courses- not library science- should let teachers and administrators know that librarians are professionals." (high school)

"None." (then) "So many (professional) meetings are far away." (this high school librarian is in an isolated rural area)

"None."

"ALA accreditation- not a personal barrier yet, though others do mention it. Some librarians think of it as the absolute need. I've worked in two places where the lack has not been a barrier. Graduate schools probably think of it... would like to have a test for ALA membership... (college)

"The degree is not ALA approved- I tried elsewhere but was told they hired only ALA grads..." (college)

"Once I requested paid help." (this person operates 5 elementary school libraries with only parent volunteers; no clerks or aides) "The reply said I am not a "supervisor" so they would need extra supervision to have paid aides in the libraries. (They said it) would make problems- only supervisors can have paid help. Something should be worked out with the library master's degree, to qualify librarians for supervision too. I had some very good administrative course work." (this sounds like her school system is reaching pretty far in order to economize - they already spread one librarian across five schools! No other system that I know of has any procedural problem with assigning paid assistance to librarians-- if they want to.)

"I've been very fortunate- my career advanced quickly- the only barrier, a minor one, has been lack of ALA accreditation. It is at least socially a problem in the public library area. Nothing else has ever been a problem." (public library director)

"Lack of knowledge on patrons' part, what the library is for. People don't turn to libraries in the times it could help (here at this school). Glassboro could not help with that but tell students to get to know their community- how to reach the people. Need to know how to get help from the State library- and the county library- things are all snafued- the teachers are disgusted. I'd like a workshop on storytelling, booktalks, chalk talks, hand puppets, things to interest young children." (I suggested she contact the county library and ask that a workshop be held in this area but she has apparently had a bad experience with them and is reluctant to see them.)

"Understanding of the profession by the administrators. When this library was built, I was not asked to consult on needs. For example, the workroom has solid walls, so I cannot see the students from there. And there are two doors into the library-- cannot supervise books going out..."

"The civil service deal is a problem- we were told the MLS would mean we did not have to take the civil service test, but I did have to. You could prepare students for the test. I did well on it because I was fresh out of Glassboro's library school." (public library)

"None (personally) though I understand some libraries won't hire GSC grads because you lack ALA accreditation." (public library director)

"I have not been in a position to encounter barriers." (Q)
"I have not changed positions, have fine relations with all involved; am president of (a professional group) and I work well with county superintendents." (this middle school librarian has also been designated by her school superintendent to be his permanent representative on the local public library board)

"No; the only thing is lack of help. Glassboro did tell us about justifying your job. The budget gets cut and I spend too much time on non-professional work. (also) I applied at the county library and they said they would not hire anyone with a non-ALA degree." (middle school)

"No. The kids would be testing me if I were new, but they know me as an ex-teacher here. I visit all the English classes and read the library code to them. Glassboro might cover this. Ten minutes each, so the kids know the rules." (high school; this librarian told me her predecessor was driven to resign by being unable to control the students)

"No- not personally."

"ALA accreditation. It hasn't been a problem to me yet, but I would like it cleared up."

"Budget! You can't do anything about it."

"ALA accreditation. I have never applied for a job requiring it, though I was told people often waive it. People do tend to look down on those with a non-ALA degree." (I urged her to go ahead and apply, even where the ad says they want only ALA grads, but pretty clearly this person is convinced she is permanently barred from most jobs.)

"No barriers yet."

"Lack of space and funding- too heavy a class load. I have three libraries, one of which is a media center, and am expected to develop the other two into media centers."

"Not aware of any."

"No- not at all. Actually, they like people here who went to Glassboro." (staff member of public library where the director is a Glassboro graduate!)

"No barriers (but) for example, Cherry Hill public library requires ALA degree..." (has applied there with no success)

"Job hiring- they require more than the Glassboro degree- another New Jersey State college will not accept the Glassboro degree- I applied there. Lack of ALA accreditation is a barrier- also just plain Glassboro..." (implied Glassboro as a whole is regarded as 'just another teacher college')

"Not yet, not at this point; I have not tried to move yet. Maybe some later. Evaluations so far indicate the admin. here feels I am very competent, so this reflects well on Glassboro. It has been an asset to have taught college courses." (this person has occasionally been assigned to teach adjunct courses for us, with positive student response)

"I'm not sure why there are few jobs here and why I was not chosen for the middle school media job (three years ago they hired a woman from Glassboro and it was said to be a big mistake) and this year the resignation of the high school librarian opened a slot for someone who I heard doesn't have a degree!?" (this person graduated from our program in 1971 and is still a teacher in the same school system; says three library positions have opened up there since and that they always go outside to fill them.)

"No- the only barriers are those in the district itself- I feel the school board has been more helpful than most."

"How to cope with a system that is not library-oriented. Many new things going on here in the schools but they are frosting and no cake- not integrated into the information program- Need to reach teachers and administrators on the library message. Teachers are not likely to share materials; prefer to keep them in their own classrooms."

"The Glassboro (college) library was used for projects; maybe have students use their own library..."

"Don't know"

"I am accepted as a peer by the teachers, not like in some schools. I try to visit classes, get involved in the program; so librarian is OK."

"Not personally, not yet. But later, lack of ALA accreditation."

"I have been fortunate in this area. I get a sizable budget, but what I need most is some clerical help."

"None."

"None (yet). Lack of ALA accreditation has not been a barrier (but) I fear it would."

"None."

"None."

"None."

"I tried to institute the learning center idea- the barrier is, the teachers were used to scheduled classes which gave them a period off for preparation. But I feel the library is more effective when not tightly scheduled- Glassboro could not help with this; maybe in the teaching courses." (other librarians have mentioned the teachers getting their preparation periods off by having their classes sent to the library for 'babysitting' by the librarian. Part of the remedy may be for the librarians to get active enough in the teacher organization to speak up against this when it is offered as an item for negotiation; the other remedy may, as this person suggests, lie in reaching future teachers when they are in Glassboro classes.)

"Nothing not mentioned before." (this person had already noted a number of job problems)

"No barriers." (Q: none?) "ALA accreditation. The librarian from ____ (town) cut me down in conversation, and in efforts to cooperate, because my degree lacks ALA accreditation." (I naturally wondered if this might be imagined, or an exaggeration, but this respondent seems to be a mature, secure person)

"Lack of teachers and administrators' understanding. Also need to convince administrators you need a clerk or an aide of some kind. I would like to work with children but have to be at the desk to check things out- also I have to keep control while busy at the desk, which is hard."

"Not too pleased with having to share my library facilities with the Learning Center (a special education facility)- they take over big parts of the library and keep the rest of the children from using the full area- I can't teach classes myself in the library." (in several schools I visited, the special education group had taken over part of the library for individualized instruction, usually by erecting partitions)

"None."

"Trying to get more help- maybe I could have been taught how to justify more. In 4 years, I have had 3 principals; that's part of the problem."

"Too early to say." (recently graduated)

"Problem with obtaining a better budget- like the previous school- how to convince them. All efforts are blocked. They built a new school, including a library, but a poor budget; nothing for new books." (detailed a situation where the board could see they had to have a library, but not that it had to meet certain standards.)

"None."

"Haven't met any (yet) but ALA accreditation..."

"Not yet, maybe later. Little bit (of problem) with faculty not accepting the librarian as not understanding their area. It's not personal, but they don't trust the librarian to evaluate materials. I need to work into this." (this librarian of a vocational high school was not a teacher before)

"Not ALA accredited, that's still a barrier. It hasn't hurt here but it would on some jobs."

"None."

"Most administrators really don't know much about libraries- all librarians know this- they don't know how to supervise a library- I don't get to curriculum meetings- it doesn't occur to them. I don't push because am so busy; have asked for copies of curriculum guides. It's pleasant in a way to be left alone, but it would be good to have well-informed supervision."

"I was not a classroom teacher- found some barriers connected with this lack- I prefer a liberal arts education to one that is purely education- see no need for education courses."

"No- make me 20 years younger!"

"Where to go for help and advice- the county schools office is not helpful- the county library is some help with book-talks, programs. Need special help." (this middle school librarian is in a poor community that does not support the school library)

"Very little. I immediately became director here upon graduation. The only barrier now, from Glassboro education, is the lack of ALA accreditation. (Although, as I have degrees from both types, I feel there is no difference) I have two degrees from ALA schools and one from Glassboro, two who are under the grandfather clause on my staff." (this public library director has master's degrees from both Glassboro and Drexel)

"Emphasis should be put on joining professional associations. You (the author) did that. ALA accreditation has been mentioned by some but I feel Glassboro was just fine. Never found any barriers myself."

"ALA accreditation- the chief thorn..."

"None."

"None."

"We need ALA accreditation, but am pessimistic about the prospects."

"When I first started applying for jobs, several people said that some libraries do not consider graduates non-ALA accredited..." (staff member of a large public library)

"School system does not feel libraries are that important- lack of support- Nothing GSC could do on this."

"ALA accreditation- the only barrier." (college)

"Several teachers don't really feel library science is a profession. Not easily remedied..."

"None. I like my job."

Overall, 28% of the respondents felt they had no barriers. Of the remaining 55 persons, 44% said lack of ALA accreditation was a barrier to them. (this would be 32% of the total, if we include those with no barriers) This single item is by far the largest, and it is confirmed elsewhere in this paper. Without a doubt, a large number of our graduates desire that Glassboro obtain ALA accreditation because their career advancement is held back.

Next, we have 22% of those with barriers stating that the barrier is lack of understanding by administrators and teachers. (this would be 16% of the total respondents, if those with no barriers are included) As this response always comes from school librarians, the percentage among them is higher. Some suggested what we could do about this barrier: reach future teachers and administrators while they are still in training.

Another 15% of the respondents with barriers named budget or lack of help as the barrier. (I group these because we can presume there would be adequate help if the budget were larger.) Glassboro is in no position to do much here except by possibly working for better public support= though this item might also be a reflection of poor understanding by administrators, when they allocate requested budgets.

Two librarians wished for better success or better avenues for getting help and advice from their county libraries and/or the State library. Inasmuch as other librarians seem to be successful at this, perhaps these persons have not tried directly. Glassboro can help here by informing those agencies that some people are not reaching them.

A public librarian had been ignorant of board duties and their relationships to her; one is too far away from colleagues and professional meetings; one found the civil service test a surprise.

How did your attitudes toward librarianship change as a result of your library courses at GSC?

This question was suggested to me by Dr.Stanton Langworthy, who is Professor in the Foundations of Education department. (Formerly Dean of the College; I was his assistant for grants, Federal relations, and other matters from 1968 to 1971.) It covers an area that would not have occurred to me otherwise, and turned out to be helpful both directly and indirectly. Directly, of course, it is of interest and value to know the graduates' responses, but it was unexpected that this question seemed to act effectively as a sort of stimulant for better responses on other questions. It started people thinking. Many thanks to Stan--- that's how everyone on campus knows him--- that's the kind of Dean he was and the kind of person he is.

I will comment on the specific responses during and after the actual reproduction of the graduates' words. Interpretation may be more clear if the reader understands that a few respondents misunderstood the meaning of "attitudes"--- they took it in the everyday popular usage of "are you for it or agin it". Where I realized this was the case, I explained. Also, it is very difficult to describe in writing the non-verbal response to this (and others too) question. Some suddenly "put it all together" and went on at some length about what the profession has come to mean to them. Others remained on the surface completely despite an occasional gentle prod.

"Gave better realization of what librarians do-- your responsibilities-- someone going into a program often doesn't know-- many of my fellow-students dropped out (NOTE: refers here to the undergraduate level; this student went through both our graduate and undergraduate programs) because they didn't want to do it. It goes back to high school-- people are not well-prepared to choose-- many switch."

"Became interested because field was changing-- no longer just a keeper of books-- both school and public-- so I switched from teaching."

"More esprit de corps-- more feeling of belonging to a profession-- a special breed-- especially in the education field where you're separate-- makes a closer identity."

"So many things involved-- I didn't realize-- now I'd like to take more courses-- realize the things I missed-- various skills are needed, various tools necessary."

"No change."

"None-- my courses coincided with work on the job." (NOTE: means this grad. interpreted question as relating to loss of illusions about the field)

"Enjoyed the courses-- found it interesting-- being able to compare with other people and the Drexel content-- one school that is very bad is Pittsburgh." (NOTE: this person's spouse is also a librarian, who went to Drexel)

"Didn't like Kutztown. No change at GSC-- I liked it. It fitted in well with my education at Millersville-- GSC helped me advance and cope with real job problems." (NOTE: this person is head of the county library association where situated)

"Actual[illegible] interesting-- lucrative, demanding, very good. When I [illegible] courses, I had some idea of the job, which was not accurate. I find it much more involved, much more interesting, more challenging, has more research. When a teacher comes in with a curriculum problem, she was amazed to find we could help. I have become quite aware of the stimulation and demands of the job. You must know a little bit about everything. Kids come in with the darndest questions. It's been a really good experience." (NOTE: this person is serving in an area where the elementary schools previously did not have libraries-- was the first fulltime certified librarian in this school district--)

"It changed-- was at GSC one year-- on coming out, reality on what was being faced-- there was no disillusion (upon starting work)-- I got a good, optimistic attitude as well as realism-- I had seen some reality when I was a clerical worker before taking library courses, but at that time perceived librarians as privileged. I learned that there are definite responsibilities beyond the so-called "professional" duties." (NOTE: this person was one of the first graduates of our program; is now a college librarian)

"Not much change. I had several librarian friends over the years. (NOTE: meaning, understood the profession) However I was amazed at the amount of detail-- also that it was not as exact a science as I had thought. I had worked as a volunteer in a church library-- raised the money, bought the books, manned the desk."

"When I decided to take an MA, I was in a quandary over choosing among 3 to 4 areas-- had broad enough background for several-- I almost wondered whether the library area wasn't a step down academically-- I no longer feel that way-- there's so much to it, that I was not aware of beforehand-- so few people are aware. My feelings changed quickly-- it's not a step down-- it's frustrating because so few other people understand what you do-- the courses were an eye-opener." (NOTE: this person is a school librarian--- went on at some length to criticize the lack of understanding by principals)

"I had practically none until I started. Wanted to go into it-- this made it a reality-- I'm a bookish person-- can't say my attitudes changed."

"When I first started (the program) I didn't like it-- first course was cataloging-- I had no understanding-- was a teacher at the time-- the cataloging course gave the impression all the work was dull, routine, numbers, etc.-- I had no idea of getting an M.A. at first-- just started to take the 18-hour (teacher-librarian endorsement) to be doing something-- took a lot of education courses first."

"Undergraduate courses interested and enthused me-- I had been an English major-- the Sellers course was the key-- she made it so interesting, I decided to continue and later took the master's-- (but then) all the faculty made it interesting-- I then realized I liked librarianship-- originally took courses to help myself in the English field but got to like librarianship better." (NOTE: this school librarian had already written a detailed letter of comments on the program, and on actual job problems, to give to me when I arrived for the interview.)

"Made me feel prouder to be serving in the field-- serving a broader segment of the public, and interests, than as a teacher. More feeling of poise in facing the public. Humility." (NOTE: this person was a teacher for many years and is now doing active extension work with a large public library)

"I always had good feelings about libraries-- always happy-- no change-- discovered there's a lot more to the job than I had thought." (This person had been a teacher, then a housewife, then took our program, and is now director of a good-sized public library.)

"I felt the library education teachers were very professional, qualified, dedicated-- I was impressed-- I just did not get this feeling when I was an undergraduate at Paterson State College-- I gained a more positive attitude toward the field and many of the people I was working with-- also my fellow-students were impressive as to their own dedication, interest, professional attitude-- the kind of people I like to see working with youngsters." (NOTE: this younger librarian was a teacher, now heads a school library; is also a public library trustee and an officer of a local professional group.)

"Didn't realize how much librarians had to do-- how much clerical work is involved in running a library-- didn't realize how the attitude of teachers affects a library: they don't relate to the librarian as a peer: I seldom go to the teachers' room." (NOTE: this person was an elementary school teacher for many years before becoming a librarian)

"Courses made me think librarians are more important! I thought it would be much duller than it was-- found it was very varied-- more interesting-- of course, many librarians are dull!" (NOTE: this person taught English for several years in the same high school where now head librarian; when I arrived for interview she was serving rum-and other-flavored cakes to staff members who dropped into the library from time to time-- including the principal. it was the last day before Christmas holidays)

I would pause here a moment and ask the reader to note the previous two quotations. Portrayed here are the extremes in on-the-job relations. One, despite a long teaching career, is obviously alienated from the teaching staff of her school; the other, likewise a former teacher, is on friendly, close terms with the staff, including the administrators. In the latter situation, the library was really the center of the school, no matter what it was geographically. I will not insult the reader's intelligence by supplying a simple, easy reason for the different situations. Instead I will hope, with some reason, that the totality of this evaluation will contribute to a better understanding of the librarian's problems.

"No change."

"I felt it was stodgy, the old stereotype-- now I see there are some pretty sharp people in it." (NOTE: an elementary school librarian, covering two schools; only previous position since college was as an hourly part-time aide in supplementary instruction)

"Actually I started on a master's in Early Childhood at the University of Illinois-- switched to library science here because Glassboro had no master's in Early Childhood-- now I am actually better satisfied in library science than I was in ECE. Now I am much more excited about school libraries in general-- the old stereotype of librarians is not true." (NOTE: this young librarian covers four elementary schools; the rural community never had an elementary librarian before.)

"Much more impressed by what a librarian does-- I was an aide in the library as a high school student but never really knew-- you have to be dedicated."

"I thought it was a lot easier than it turned out to be.-- more about it as a profession, rather than clerical. I had been a volunteer."

"There is a lot more technical knowledge involved in library work than I thought."

"I started as a volunteer and originally did not see why it required a college education. Now I have made a complete about-face-- feel it requires college, internship, etc.-- it's so easy to turn kids off. Realize that principals should have courses in what libraries are supposed to be and do-- it's the main problem-- but it's not their fault."

"I started out interested in teaching-- library courses pulled me the other way-- now I am grateful for all the things I learned-- so many people (helped)..."

"About the same (as originally)-- went into it because I felt librarianship was an interesting career-- I still feel that way-- had a pretty accurate picture of libraries, but not the details-- I was sure it would suit my temperament." (NOTE: this person is librarian of a Catholic high school, with a little prior work as a teacher and part-time public library aide.)

"I was already pretty familiar with the field-- had a realistic picture of it."

"I am no longer really a librarian-- don't feel my attitudes changed that much-- I was already interested in being a librarian when I went to college-- had been a library aide in high school, so knew the work well-- it was a very positive experience." (NOTE: this person has moved almost completely into the area of audiovisual media at a college, and apparently perceives this as not within librarianship, though organizationally it is under the head of the library.)

"I had a very general interest-- didn't realize the amount of work or all its aspects-- now have a much greater respect for the profession-- didn't really feel competent to go into the classroom-- the profs' attitude, dedication, had a definite effect." (NOTE: this high school librarian held no other positions before becoming a librarian; since graduating, has occasionally been called upon to teach courses in our program as adjunct.)

"?" (NOTE: this elementary school teacher graduated from our program in 1971 and has been unable to obtain a library position; other comments indicate (this questionnaire was sent in by mail) that she is generally dissatisfied.)

"I had absolutely no idea of becoming a librarian-- used libraries a lot-- but no intention-- took one course in "kiddie lit" to help in some writing for children's magazines, to keep up-- started working in the local library for something to do-- so got into it-- am shocked now by how little I knew at the start."

"More self-confidence-- more professional-- keeping in touch with other people in the profession-- too easy to be isolated-- I do a lot of reading in all areas-- aware of the educational goals of the system-- have my own goals-- greater self-awareness-- the courses helped me to grow." (NOTE: this elementary school librarian was a registered nurse before marriage; has held no other educational position.)

"I intended to be a librarian-- was disgusted with the negative attitude of some librarians-- wanted to learn how to help others better-- be able to serve, give answers, etc.-- I learned from everything I did and heard-- you really have to be dedicated, enjoy your work-- there's lots of walking-- you meet all kinds of people-- have to cope-- I like it-- chance to see what people are like." (NOTE: this young librarian worked briefly in a public library and is now in charge of the library at a small college.)

"I didn't anticipate going into children's librarianship! There were so many people in the courses already in the profession, as they discussed their work it gave me confidence." (NOTE: this librarian became a children's librarian in public library area, apparently to her surprise.)

"I became increasingly eager to get into it (as the courses progressed)-- heard about the vacancy here during a summer course-- "

"I already had a very good background-- excellent libraries (that she used), so no change. I already knew what it was."

"I was petrified by the first prof at Glassboro (NOTE: an adjunct teacher) who thought we should know as much as she knew. I almost gave it up, but things changed when I began to take courses from Mr. Boltz, Mr.Potts and Miss Sellers. These 3 people helped turn me around. Thanks!!" (this male librarian was a teacher for many years and took both our graduate and undergraduate programs. Upon finishing the undergraduate 18 hours, he became elementary librarian for five schools at once; became a middle school librarian upon getting the master's.)

"Favorably."

"No change-- I already had a good idea what it was."

"I feel attitudes can be taught-- teach courses with a service attitude-- even the technical processes-- should teach "Library service" not "library science." (NOTE: a teacher for 20 years, former special librarian, now a college librarian and officer in professional groups)

"I came to the profession by accident and had the stereotyped impression of librarians doing nothing more than stamping out books. I discovered however that it is quite a demanding job, especially if you work alone." (NOTE: this librarian is the only staff member in a middle school library in a large urban area.)

"Didn't realize so much was involved."

"I felt strongly for librarians before taking courses-- didn't understand there was so much to it-- just seemed pleasant with children and books-- didn't realize how involved with cataloging, etc.-- now positive already-- feel the profession has a strong place in the school system-- it's the hub of the school-- they all come here."

"Was not aware before of the complexity and extent of the profession's challenges-- I enjoy this-- It is so varied-- I was not aware of the business side-- nor are the administrators aware-- I was not aware that the librarian is still a teacher-- it is so important to be a teacher first." (NOTE: this person has been in the same school over 20 years, first as a teacher of English and Latin, then as librarian)

"Mother-in-law got me interested in librarianship-- has an MA from GSC in Reading-- I never had any background in librarianship, only what you pick up in high school English courses. It was a whole new world. I had taken librarians for granted-- they sit back and lend you books-- I had no idea of what really goes on-- there's a lot of work to it-- back in offices--" (NOTE: this young librarian was initially in a district with 4 elementary schools, all hers; she left to have a baby and has been asked to return whenever possible)

"Became more interested-- I had started half-heartedly-- I wanted to go back to college for something. I soon liked it and the people I met-- thought it was a great thing-- helping people with information-- As a teacher, I didn't have an accurate idea of what librarians do-- it would help to give library courses to future teachers.... E.g., a teacher taking career education was told to see me for materials, help in planning units-- she had never thought of the librarian in that connection."

"As a teacher, I felt this was the place to be-- children doing research-- didn't realize there was so much work involved-- it's a responsibility, you're more involved than a teacher-- you're a teacher, resource person, etc.-- it's certainly not boring-- it's great. I was a classroom teacher in a class with librarians-- was shy about expressing it in class-- especially reference books-- so experience has taught me much."

"Didn't affect attitude-- knew what I wanted to do and did it."

"No change-- I already had courses when I camehere-- the library is one of the most important places in the school."

"I came in with only experience as a volunteer in elementary and high school (library)-- came out knowing what a librarian does and can do-- I realized there was a lot more to it than I thought-- there's a great deal more paperwork than I thought." (NOTE: this young librarian went immediately into a public library as children's librarian)

"Don't know if any change-- my work was stretched out quite far, many years--- can't recall original attitudes."

"I learned a great deal about it-- the fact that details and care are needed-- there are so many things involved." (NOTE: this librarian is a nun who taught in the same Catholic high school for 16 years before becoming their librarian)

"Great respect when finished! A lot of people think a librarian just stamps books and puts them on shelves. Correct the stereotypes!"

"Hard to separate from experience on the job-- I was also beginning to work in a library (when taking courses)-- the greatest changes really came from the job."

"Old stereotype of librarians-- now much more favorable-- am quite fond of the profession-- had graduated from a small women's liberal arts college in English and happened to get interested in this-- now I have a very good job."

"(When I graduated) I was very idealistic at the start-- going to have the perfect library-- then you discover you make mistakes in PR, in administration-- you become more realistic-- it would help to make sure everyone (without experience) has a practicum, gets to see real situations..."

"No change-- I was very certain this was what I wanted-- Knew what was involved-- didn't anticipate working in an elementary school, planned to go into reference or public library work." (NOTE: this librarian has 4 elementary schools in a growing rural area)

"Change? I came in cold to it. It wasn't my original ambition. Had no original attitudes-- now I wish I had done it sooner."

"I didn't know whether I really wanted it or not-- the AAUW book sale got me interested (NOTE: volunteer members collect large quantities of books throughout the county for an annual sale; many of the books are valuable and must be reviewed by members to assign a suitable price) I majored in zoology at college-- never considered librarianship." (Now works in a public library)

"Positive attitudes now and then-- no change."

"More interest in librarianship. I had no intention of becoming a librarian. Never considered it. Had no plans, so I started teaching-- taught how to use the library-- heard about the GSC program-- fell into it-- realized it was the field where not many people were truly professional-- most librarians were super-clerks-- I saw it as an opportunity-- felt I could identify with information concepts-- you of course are the one who got me interested in my present specialty." (this person now heads a public library with many staff)

"Everybody thinks librarians just stamp books-- I was talked into it by the daughter-in-law of a high-school librarian, who told her it was a growing field-- the courses gave me more in literature-- literature not covered enough especially at the elementary level-- many don't know what to read in class."

"I had no previous experience-- was very anxious to practice-- didn't know what it entailed-- after a smattering, preferred reference work." (NOTE: this person is a reference librarian at a public library)

"Didn't change at all-- I was always very enthusiastic about the profession-- still am."

"My opinion has increased-- previously did not know there was as much to it as there is-- A great deal more! Even my part-time clerk has commented on the great number and diversity of things that happen."

"In the beginning, I knew nothing of it. No attitude, but this changed to: there's a personality type; must be the all-round type. Still has to do the job-- fit people into their best areas-- you must find your niche-- relate with people-- library service is a service-- if you're not service-oriented, you should not be in the field." (assistant director of a public library)

"My opinions and attitudes have not changed since my Glassboro library science courses."

"My attitude was upgraded in the courses-- I realized it was a much bigger field, more involved, more professional."

"I worked in a high school library and helped start our local public library, so already had a picture of the field. The courses provided more depth. I had no idea of some of the areas: bibliotherapy, selection techniques, etc."

"I found that a lot of people looked down on us-- they didn't know what we do-- many kids didn't know I needed a degree to do this work."

"My original attitude was to get out of the classroom-- I liked to read-- I soon discovered librarians don't have that much time to read! Became quite impressed with the profession-- not sure I could survive the courses-- so much detail was required-- the sheer amount of reading and clerical detail work was overwhelming. The desire to become a librarian became stronger."

I should have said at the beginning that the telegraphic style of many of these comments was not in the original-- this reflects my handwritten notes. Of course, the person spoke naturally, and I have occasionally restored the omitted articles and pronouns where the result is too awkward.

There is no effort here at putting these comments into any sort of categories. It would be useless to try. The reader is best advised to just read through. These are the opinions of almost half of all the master's graduates of our program-- they should be taken very seriously.

Common threads that run through a large number of the respondents' statements include not realizing how hard a librarian works; how varied the work is; how much clerical detail there is; and also not realizing that so many other people still think a librarian is at best a semi-professional who stamps out books. The great majority feel their library courses at GSC prepared them for the real world realistically. This is heartening, for we do try to avoid the ivory tower.

It must also be a pleasure for the department members to read how often a graduate says it was the faculty who made him/her really interested in the profession, and imbued the person with the respect for it. This is one of the necessary functions of any school that prepares a person to practice one of the professions--though it is impossible to test for it. A recent letter to the editor in Library Journal said the writer wanted the library schools to send him people with "fire in their bellies." None of our graduates are charismatic; you would think many of them the very embodiment of the meek and mild stereotype; but in the course of a two-hour interview I often found an inner person who was willing to fight for the integrity of her profession.

Also note how many people came to the profession by accident, and/or after getting started in another career. This has been mentioned before in the literature, and is still true. Very few people deliberately set out in high school to become librarians. What does this imply for recruiting? (Of course, in the present tight job market, no one may be interested in recruiting, as we were a few years ago) But we should be seriously interested in where our new blood is coming from. Notice the many people in this section who got into our program by word of mouth. Others got to the point in another career, generally teaching, where they were bored and decided to go back to college and "take something." How many switched to something else? Maybe we'll know after all the other programs have done surveys like this.

The many references to administrators and teachers not recognizing librarians as full peers are eloquent. We need very badly to reach school administrators. I have in my files the program for a conference of elementary school principals, listing sessions at which they will learn all the many areas they need to know. Among these important areas is that of "playground equipment." However, no session on how to use the school library to best advantage!

In this cynical age, the reader may raise an eyebrow at the many expressions of idealism found in this section. Are they genuine? I think so. You can't sit and talk intensively to a person for as long as I did and not get a pretty good picture of basic attitude. A few are just time-servers, as in any field. A few so shine with enthusiasm and energy that the spirit leaps out of their eyes. But even the ones in between reveal the kind of dedication to service we all hope to find, the kind we faculty like to take the credit for, whether rightly or not.

One of the useful points noted by the young librarians was the presence in their classes of people already actually working in libraries. We do have a wide mix in most graduate classes, and the older ones enjoy their role too. The class discussions, as problem areas arise, profit everyone.

THE FACULTY

The Library Education department currently has five fulltime members. (Charles Boltz, Irving Cohen, Rinehart Potts, Florence Sellers, and Harold Thompson) In the past there have been two other fulltime persons and a large number of adjunct instructors. This has made it difficult for graduates to remember, often, just which professors they had. Some of the adjuncts were members of the college library staff; some were members of other teaching departments here; and some were practicing librarians from nearby libraries. These are now used rarely; for example, when I went on sabbatical leave to undertake this project, the director of the Glassboro State College Savitz Learning Resource Center (Dr.Sandor Szilassy) came in to teach one of my courses, and the director of the Atlantic City Public Library (Mr.Richard Sweeney) took another; the librarian of a local school media center (Miss Carole Haro) took a third; and the fulltime faculty covered the rest of my teaching load.

The teaching of library science at Glassboro began with the college librarians taking classes in their appropriate fields as overload. The director of the college library (Harold Thompson, then) was also chairman of the teaching department. Charles Boltz came to join the department as coordinator of the teaching program and became chairman when the teaching department was split off to be a separate organization. Shortly afterwards, Florence Sellers left the library staff (where she had been associate director and head of technical services) to teach fulltime; Harold Thompson transferred from the library directorship to the fulltime teaching position; Irving Cohen was transferred from Elementary Education; and Rinehart Potts transferred from the college administration, having been a member of the library staff before going into the administration.

Short biographies of the current five follow:

CHARLES H. BOLTZ. Associate Professor and department chairman.
- BS 1948, Kutztown State College, Penna. (major in library science, minor in biological science)
- MS 1956, Lehigh University, Penna. (history and secondary education)
- 60 s.h. 1958-70, Temple University (toward doctorate in curriculum and instruction)
- 1948-51, librarian at Union School Dist., Honesdale, Pa.
- 1951-55, librarian and social studies teacher, East Stroudsburg junior high school, Pa.
- 1955-59, librarian, Pitman High School, N.J.
- 1959-63, librarian, campus demonstration school, Glassboro State College, and instructor in education.
- 1963-- library staff member and teacher of library science, GSC.

Served as department chairman since 1969. Member of (New Jersey State) Council on Library Education, appointed by the Chancellor of Higher Education. Served on Committee on Faculty-Administration Relations, and as Graduate Advisor. Member: ALA, AASL, New Jersey School Media Association (Vice-President 1960-63; President 1963-65); NEA, NJEA. Courses usually taught: thesis seminar, multimedia in libraries, organization of library materials, advanced cataloging.

IRVING COHEN. Assistant Professor. Born Frederick, Maryland 1925.
AB 1962, Glassboro State College (social studies teaching; certified in social studies, English, science, mathematics)
MA 1966, Glassboro State College (science)
Ed.D. 1973, Temple University (Educational Media)
1962-66, teacher of chemistry and electronics; audio-visual director; at Oakcrest High School, New Jersey.
1966-- at Glassboro State College, teaching AV media.
(prior to 1962, in industry)
Served on GSC curriculum committee, and media committee.
Courses usually taught: multimedia in libraries; introduction to educational media; preparation of inexpensive instructional media; investigations into the newer educational media; workshop in educational television.

RINEHART S. POTTS. Assistant Professor. Born Philadelphia 1927.
AB 1953, Temple University (psychology/political science)
MLS 1964, Rutgers University (library service)
1953-58, Aero Service Corp.; production control, operations & planning, sales forecasting.
1958-64, Aero Service Corp.; chief librarian/researcher.
1964-- Glassboro State College.
  1964-68, library staff, head of curriculum laboratory and government documents departments.
  1968-70, college administration as coordinator of grants and Federal relations.
  1970-71, coordinator of special projects
  1971-72, administrative assistant to the director, Savitz Learning Resource Center.
  1972--- teaching library science fulltime (taught part-time on overload basis since 1964)
President, GSC Faculty Association, 1967-68; Secretary-Treasurer, Faculty Senate, 1968-70; various committees including chairman, College Committee on Faculty Recontracting & Tenure.
Courses usually taught: Introduction to automation and information retrieval; selection and evaluation of non-print materials; literature of science/technology; literature of the behavioral sciences; thesis seminar.
Elected to Glassboro board of education 1970; served to 1973 (vice-president 1972-73). President, board of trustees, Glassboro Public Library, 1972-74. Secretary, Camden-Gloucester Area Library Service Council, 1973-75. Secretary, Libraries Unlimited, 1975-77. In Who's Who in the East.

FLORENCE E. SELLERS. Professor and Graduate Advisor.
Born Bound Brook, New Jersey.
BS 1935, Trenton State College (English and history)
MA 1940, University of Pennsylvania (English)
BLS 1944, Drexel University (library science)
1935-44, librarian, Woodbury High School, New Jersey.
1944-69, assistant librarian, Glassboro State College. (included heading of technical services)
1969-- fulltime teaching as associate professor; promoted to professor, 1974.
Summer positions at Trenton State College, Moorestown Public Library, Ocean County Library, Library Service for the Blind in Philadelphia; Gloucester County Education office.
President, Glassboro State College Faculty Association, 1974-75. Secretary, 1975-76.
Chairman, College Committee on Committees, 1972---.
Member, NEA, NJEA, NJLA, ALA, AAUW.
Courses usually taught: Studies in literature for children; studies in literature for young adults; bibliography and reference; literature of the humanities; reference work; cataloging; book selection for media centers; etc.

HAROLD W. THOMPSON JR. Associate Professor. Born Trenton 1923.
BS 1947, Rutgers University (education)
MA 1949, New York University (education)
MS 1949, Columbia University (library science)
1947- teacher, Matawan, New Jersey High School.
1947-48, teacher-librarian, Central High School, Hopewell NJ
1949-52, librarian, Junior High School #1, Trenton, NJ
1952-54, librarian, Trenton Junior College.
1954-- Assistant librarian, Newark State College.
1955-59, librarian, Lafayette College, PA. (director)
1959-71, library director and chairman of the dept., Glassboro State College.
1971--- fulltime teacher of library science, Glassboro State College.
Member of Evaluation teams, Middle States Association and NCATE.
Member, ALA, NEA, NJEA, NJLA, AAUP.
Former President, Faculty Association, Glassboro State College, and member of state executive committee.
Courses usually taught: Library organization and management; selection of materials for public libraries; organization of library materials; studies in literature for young adults; history of books and libraries; advanced cataloging; introduction to librarianship; administration of media centers.

In the sabbatical leave period, for the first time I asked the master's graduates what they thought of our faculty. The results are listed and commented upon on the following pages.

First, may I caution the reader not to be misled by the Fallacy of the Lone Commenter. No matter how sophisticated you are in reading research results, being human you are bound to be tempted to give greater weight to one articulate, dissenting respondent, than to twenty who simply check a box or say "yes". I have found this tendency to be almost irresistible in myself and in others. If we are to be fair to the twenty who agreed on one response, we should not depreciate the value of their opinions by giving undue attention to the one dissenter. Having said this, I must acknowledge that it is very useful to know that the minority position on a given point is so strongly held, at least by a few, that they take the time and trouble to present it at length. Dear reader, take that into account by all means, but never forget that a much larger number disagreed. Also remember that our graduates, like the general population, include people with a very wide range of articulateness on paper. Being myself one of those who find it very easy to expound at great length on paper, I can validly warn the reader against us. Don't forget the less articulate people who do take the trouble to respond by checking boxes or entering one word. One last caveat: as is the case with all opinion surveys, we have to be careful not to assume those who responded are representative of the entire group: in this case, all the master's graduates of our program. Those who did not ask to be visited may be less articulate; may be less successful, in their own minds, and thus reluctant to have their former professor visit; may be different in some unknown way.

All these cautions are made because the question of rating people, and especially ourselves, is a sensitive one. I am very much aware of the weaknesses of my survey and will do my best to reveal them to you. Beyond that, I try to make sure you understand the weaknesses of all such surveys.

I did not ask the graduates to mention names of specific faculty during these interviews. Occasionally they volunteered names, and I then told them informally that I was not seeking such data; in some cases I did ask whether a person they were describing had been a regular member of the department, or adjunct. Sometimes the person insisted on telling me just how excellent--- or how lousy--- a given professor had been. I then made careful notes on the reasons for the evaluation and have tried to include them in this report in such a way that the person cannot be identified, if the evaluation was negative. Hopefully, no one will be able to recognize an individual but the individual himself. As to positive comments, I have in many cases identified the professor involved, as a sort of balance to the specific negative comments quoted on the program. I have not listed any of the positive comments on myself, feeling this would be at least misunderstood and thought immodest. (This of course allows the reader to assume there were hundreds of encomia for me.)

A general problem with these ratings of faculty is that each of the graduates is rating an unknown "mix" of faculty. The staff changed rapidly in the early years--- see the first page of this section-- and included a large number of adjunct teachers. Many of our graduates cannot accurately remember the names of all their teachers. Even if they could, of course, we would still be comparing oranges with apples: the graduate who says the faculty were "A" is still not necessarily speaking of the same faculty members as the graduate who says the faculty were "C". The adjunct staff came from three main sources: librarians on the staff of the Glassboro State College library; professors from other teaching departments at Glassboro: and practicing librarians from the community, including some from two or more counties away. Some of the graduates, in their responses, referred to only the last group as adjunct, or sometimes the first and last. I tried to assure, by re-questioning, that I finally understood the category in which the teacher fell who was being described.

Other graduates complicated the proceedings further by specifying (often after giving me all the detailed ratings) that, of course, these applied only to X and Y, "because those are the ones I saw the most of." Others said they were unable to rate the adjuncts at all, or that they could not rate someone with whom they had only one class.

The reader may gather from this that I am not completely satisfied with this survey of faculty ratings. That would be an accurate reading, with this comment: it's better than nothing, and nothing is what we had until now; nothing is what the vast majority of all college departments have.

The ideal solution would be to ask each respondent to rate each individual faculty member, period. We would still have the usual problems with lack of objectivity, varying standards, and so on, but we would have an improved measure. Obviously, this was not a realistic alternative, nor is it likely to be in any survey of this type, made by anyone. Not only would the persons being rated object; the graduates themselves, I am convinced from their comments, would be unwilling.

It will be obvious from the biographies and short history earlier in this section that most of our graduates, especially those in the early years, saw more of Florence Sellers and Charles Boltz than of any other professors. Two other fulltime staff members taught many of the students: (Mrs.) Pei-Hwa Kung Foo, and Mr.Manuel Tubio. These covered only two years, however. Mrs.Foo specialized in the audiovisual area, and Mr.Tubio in information retrieval, reference bibliography, etc. A sizable number reported not having any courses with Harold Thompson, Irving Cohen, or myself, as we came along more recently. My status as a fulltime teacher is most recent of the five, though I taught part-time (overload) since coming to Glassboro in 1964.

The question put to the graduates, as it appeared on the written questionnaire, was as follows: "Please rate the GSC library education faculty as a whole, on the following items: assign letter grades (A, B, C, etc.)." Some of the later interviews had a slightly changed wording which specifically included "Please do not name individuals....please indicate which (of the present faculty) you did not take courses with....If you took courses with anyone who is not now on the faculty, please indicate who they were, if possible." This was due to my discovering that unless I actively structured the interview to say these things, the graduates went astray. As was pointed out in the brief report (3 pages) I made to the President and faculty at the end of my sabbatical leave, I did not regard the written questionnaire, by any means, as a fixed and unvarying instrument. I never hesitated to engage in conversation to explain the meaning of a question, what I was trying to find out, and so on.

Now, letter grades were requested for the faculty as a whole for each of the following questions:

Competence in the areas taught.
Positive attitude toward students.
Organization of the course work. (explained as meaning the professor's preparation, outlines, structure for the course.)
Actual management of the classroom (referred to the teacher's speaking, leading of discussion, etc.)
Ability to explain difficult points.
Assignments clear and reasonable.
Accessibility to students.
Tolerance for disagreement.

At the end of this list, the graduates were asked if they had any other characteristics they wished to rate (none suggested any) or if they wished to make any other comment on the faculty (almost everyone did). These comments are reproduced in full later.

A very small proportion-- possibly five percent-- of the graduates did not respond on one or more items with letter grades. Some said they found it impossible; others were just unwilling. However, they were willing to describe the rating in phrases, after some urging from me. I have tried to translate these into letter grades in most cases, using the context of the person's other responses, meanings of the words used, tone of voice (I have all interviews taped), and so on. This probably introduces some error, but the number of cases is small, and I am convinced I translated accurately. For example, "Fine!" said with a great deal of emphasis and feeling, is hard to call anything but an "A".

The characteristics questioned were chosen (by me) after a review of existing teacher rating forms and articles in the literature. Any suggestions for different ones to be used later will be welcomed.

Ratings assigned to selected characteristics of Library Education faculty by graduates

points	11	10	9	8½	8	7	6	5½	5	4½	4	3		
Characteristics	A+	A	A-	A to B	B+	B; A to C	B-	A to D; B to C	C+	A to D/F	C	C-	N	avg. points
competence in the areas taught		50		2	3	16		1					72	9.1
positive attitude toward students		57	2	1	2	8							70	9.6
organization of the course work		30	1	1	3	26	2	1		1	3		68	8.2
classroom management-speaking, discussion		35	2	3		27	1				3		71	8.5
ability to explain difficult points		43	1	4	2	19					1	1	71	8.9
assignments clear and reasonable		35	3	3		20	5	2			3		71	8.4
accessibility to students	1	43	2	1	1	19	1	1			2		71	8.8
tolerance for disagreement		42	4	1	3	13	4	4					71	8.8
averages	.1	41.9	1.9	2.0	1.8	18.5	1.6	1.1		.1	1.5	.1	--	8.8

Note: "points" refer to the weighting assigned to each grade before computation. For example, each "A" grade received 10 points. Fractional points are levels falling between the primary levels, which consist of letters and a plus or minus.

Note: heavy black ovals indicate position of averages for each characteristic and total. When considered as a whole, the ovals can be considered a profile of the department.

On the page preceding (7) is a tabulation of responses to all the characteristics. Please be careful to read the two footnotes to the table. My comments hereafter in this section will refer frequently to the table.

Footnote #1 refers to the weighting points, listed at the top of each column. These were assigned to allow for calculation of averages. Some are fractional because the step they represent would fall in the gap between two natural steps. For example: I have defined natural steps as A, A-, B+, B, B-, and so on. However, the rating "from A to B" is between A- and B+. Assigning it a whole number of its own would (invalidly) stretch the continuum of ratings at only those points where such mid-ratings occurred. I could have assigned potential whole numbers to every mid-interval rating, whether it occurred or not, but that would have complicated the computation and tabulation.

Footnote #2 refers to the heavy black ovals, one on each line of the table. These are placed at the position where the average for that line would be plotted (see the averages, listed in the column on the far right). In other words, a sort of profile can be seen for the department. If the process has been valid, these should indicate the characteristics felt by our graduates to be strongest and weakest.

The careful reader of the table will note that the column under 7 points includes ratings of two kinds: "B", and "A to C". He will naturally be curious, in view of the large numbers in this column, to know how many were of each. The answer is that 15% of these ratings were "A to C". This column can be interpreted, then, without much inaccuracy, as a rating of "B".

It is very pleasing for a member of the department to observe such high averages. However (surely a word that must be used heavily in any research paper) the reader must consider that this is a survey of people who graduated from the master's program; at Glassboro, only the grades "A" and "B" are really acceptable. An occasional "C" in a course is tolerated but a student who has more than one or two "C"'s is in difficulty. So we must look at the high ratio of A's and B's with this in mind: that most of the graduates probably see a "C" as unsatisfactory. If we were rating an undergraduate program, I would expect to see the grades spread more widely. Hopefully, the process has been good enough that at least the relative positions of characteristics would be the same. That is, the top rating should still go to "positive attitude toward students", followed very closely by "competence in the areas taught."

Subjectively, my perception of the comments made by the graduates would confirm the ranking shown in the table. They do see our weakest areas as organization and assignments--- the latter because they are seen as too heavy.

Turning now to the specific characteristics on which graduates were questioned:

Competence in the areas taught

The tabulation shows this area was rated second highest of the eight. Comments, both those listed here and those heard from the graduates informally, confirm this high rating. With one or two exceptions (and those were adjunct) the faculty are perceived to know their subject areas very well.

Among those rating the faculty "A" in this category, these comments were made:

"Except adjunct."   "Except for one bad (adjunct)".

"Extremely competent."   "Except for one."

"Fine-- all were competent."   "Fine."

Those rating the faculty overall as "from A to B" said:

"Two very poor."

Accompanying a rating of "B+" was this:

"Couple of weak ones-- others extremely strong."

Those rating this as "B" said:

"One poor one."   "Varies by person."   "Good."

"Very hard to evaluate-- not an A."   "Half very competent."

The lowest rating in this category was an "A to D" on which the graduate did not comment.

Positive attitude toward students

The faculty were rated highest in this category, of all the eight. It was slightly ahead of "competence" (see above). Comments confirm that our students perceive the library education faculty as strongly concerned about them. The smallness of our department may assist in maintaining the feeling that students are not lost in the crowd; that the professor knows all of them and cares; and so on. I have heard people from other departments say this category is irrelevant: what matters is only the teacher's subject competence. I am violently opposed to such a picture of the teacher's responsibility.

Specific comments from those graduates who rated this category "A":

"Really great-- everyone agreed." "With one exception (adjunct)"

"Great." "Fine."

"Never anything but encouragement." "All OK."

"Couple not so nice-- rest were very warm, professional."

"Very positive." "With one exception who was not fair."

"The library group really cares about their students-- fellow students in other majors don't always have this."

"After all, their jobs depend on giving students what they want."

"OK." "Very good." "All made you feel welcome-- they were there to help."

Those rating the category "A-":

"Except for one (adjunct) who was E or F."

"Fine except one-- personality."

One person rating this "A to B" said:

"two very poor."

Those rating it "B" said:

"Mostly very good." "Mostly OK, some poor."

And one who rated it "A to C" said:

"Present staff all A."

Organization of the course work

This category was defined for the respondents as how well the teacher seemed to have prepared and organized the material to be taught. Its rating is the lowest of the eight, a high B+; while that is not a poor rating, it does reflect the graduates' opinions that some of the faculty are not well-organized (or perhaps "were" not so). It may be disputed that the student in class is not in a good position to judge, and in fact one graduate said so. However, it is valid to obtain the perceptions of those on the receiving end.

Those graduates who rated this category "A" said:

"All well organized and prepared."   "Very good."

"Always very well done-- you knew exactly what was expected."

"One person C+."   "Almost all had outlines."

"Feel fine about this."   "Very well organized."

"All very organized."

One who rated it "A TO B" said:

"two very poor." (NOTE: this respondent made the one comment and said it applied to all categories; the reader will notice it being repeated. I would attribute this to a negative "halo effect", guessing that this person was very much turned against two members of the staff.)

Two who rated it "A TO C" said:

"Present staff all A."   "Wide range from A down."

One person rating it a "B-" said:

"Some did not prepare."

One who rated it as "from A to D or F" said:

"Regulars- A; adjunct- D or F."

One who rated it "C" said:

"Too much student participation." (NOTE: I have found in my own collection of student evaluations at the end of each semester that always one or two members of the class very strongly opposed any structure except that where the teacher lectures, questions, and examines: they are repelled by student discussions.)

General comments:

"How can I judge?"   "Most OK."   "One always well-organized.- So were the others- sometimes didn't follow plan, but it worked out OK." For these three, no grades are assigned.

Classroom management: speaking, discussion, etc.

Those who graded the faculty "A" on this item said:

"Fine, fantastic." "OK." "Fine." "OK."

"Never a problem with the unexpected." "Fine."

Those who assigned the grade "A-" said:

"One sometimes disorganized."

"Fine-- except those who let students do all the work."

One who graded "A to B" said:

"Two very poor."

Those who graded "B" said:

"Too often a student was permitted to take over and monopolize the time."

"Good."

"One is a poor lecturer."

"OK except one-- disappointed with-- we were not doing the work of the course-- mostly side issues."

Those who graded "from A to C" said:

"Regulars A -- adjunct bored, just read notes."

"Wide range from A down."

"Varies widely-- some very high, some put class to sleep."

One who graded "B-" said:

"One poorly managed!"

Two who graded "C" said:

"Varies widely." "Weak area."

Ability to explain difficult points

Those who rated the faculty "A" on this point said:

"No difficult points."   "With one exception."

"OK."   "Very good."   "Very good."

"Except one."   "OK."

"For example, _____ persisted on difficult points until all did get it."

One who rated it "A-" said:

"Mostly tried hard to give you an answer."

Two who rated it "from A to B" said:

"With one, no difficult points."   "Two very poor."

Those who rated the faculty "B" on this point said:

"Sometimes not clear to all students."   "Very good."

"Had a couple who were only fair."   "Good."

One who rated this "C-" said:

"Problems in this area-- maybe questions were asked that didn't have answers-- frequently a lot of hemming and hawing--- left us confused."

As noted on the overall tabulation, the faculty were rated very high on the characteristic of "explaining difficult points," which may be interpreted as a reaction to the classroom techniques. There were relatively few comments, lending more weight to the actual number of "A" responses. Some graduates downrate the importance of this item, feeling that difficult points are not that frequent. I find this is a function of the student's experience: obviously, those already working in libraries will less often encounter a point on which they need help. The teaching problem is to adjust our methods to handle, in the same class, people aged 20 with no library experience, and those aged 50, with many years of it.

Assignments clear and reasonable

This item rated second lowest of the eight. From comments, it is clear that it should have been two questions, separating the clarity of assignments from their reasonableness, for it turns out there is a strong consensus rating us high on clarity, and low as to requiring too much in assignments. Graduates are inclined to mention that one teacher in particular gave them a very heavy load; then they split into two groups: those who are still indignant about it, and those who believe it was necessary and has been of great value on the job. There seems to be no way to get away from the fact that librarianship does require the mastery of masses of facts in a number of fields, for the successful librarian knows something of a number of subject areas. Success in some disciplines involves, as the old saying goes, learning more and more about less and less (until, the joke goes, one knows everything about nothing). The librarian must learn more and more about more and more. Graduates said (as noted in another major section of this paper) that the major thing which surprised them once they got a job, was that there is such a great volume of things to know and do. The heavy load of assignments may help adjust them to this, and make their picture of the profession more realistic.

Those who rated the faculty "A" in this area had these comments:

"Definitely clear-- one very heavy on work, necessarily so-- we resented it at the time." "OK."

"One person very clear but gives too much homework."

"Always felt free to ask for explanation."

"Very reasonable-- some students felt at the time, there was too much work in the reference course, but I cannot see an alternative." "Had plenty of them!"

"Very well." "Some were heavy but necessary."

"Fine-- seemed too heavy at the time, but now I think it fine."

"I guess. (laughed) Lots of work by one, but I guess that's what ______ is there for."

"A lot of work but all necessary."

"Sometimes ______ assignments heavy but necessary."

"At the time, didn't like all the work."

Those grading "A-" said:

"Some not clear at first-- all reasonable."

"OK, but one was very thorough!"

And graded "A to B" commented:

"Clear, yes, but sometimes unreasonable for those working fulltime..." "Two very poor."

Those assigning the grade "B" commented:

"Very heavy workload from one."

"One reasonable but not very clear."

"One person's assignments not reasonable-- too much, especially in the summer-- should be reduced."

"Some assignments too heavy-- this is graduate level-- most of the students hold fulltime jobs-- could space out the work better."

"Clear OK-- one was unreasonable at times-- assignments heavy."

"Sometimes assignments were childish and burdensome-- some just repetitive-- could be done by high school students."

"One teacher required more time in looking for books than reading them."

"Mostly clear and reasonable."

Those assigning "B-" commented:

"Some gave you plenty of practical work; others not enough."

"Lower because of one AV course."

"Too much work for _______ ! (five hours a night)"

"Had some pretty strange assignments-- not very relevant."

Grading "B to C" and commenting as follows:

"Some not clear."

One student who graded the faculty "A to D" on this point said:

"One with very unreasonable assignments."

Reported with a grade of "C":

"...as to reasonable-- one loaded on too much work."

Accessibility to students

This is mainly self-explanatory, but explained to graduates, when they brought it up, as including how easy it was to get to the faculty; how approachable; how easy to get to them in office hours; and so on. The average rating for this point is exactly the same as the average for all the eight.

One graduate who rated "A+" said:

"Always made time-- talk about problems."

Those who rated the faculty "A" on this point said:

"All OK." "Except one very hard to reach."

"Didn't need access." "Fine." "Fine."

"Sometimes had to wait a little for one-- very busy."

"OK-- my phone calls always answered."

"Fine-- could call them at home."

"We had no problem-- always running to them with questions."

"Don't know-- always OK when I tried-- distance a problem-- they always wanted to help."

"Always accessible." "All OK."

"I had the problem so many students have-- because working, we have odd hours; but can't expect faculty to wait for you."

Those rating the faculty "A-":

"Always could get them."

"Mostly A, some B. Some students said one was hard to see."

And rating "A to B" said:

"Two very poor." (see earlier comment, page 11, for more details on this person's reactions.)

Those rating the faculty "B" on this item said:

"One person poor-- not accessible due to (another activity)"**

"One sometimes not there when supposed to."

"Sometimes hard to reach." "Good."

"OK-- one was forgetful-- missed appointments." "Good."

"Some busy-- difficult when you're a part-time student."

"OK except one."

Rating it "A to C", one said:

"It varied."

One rating it "B-" said:

"Never enough staff."

Rating it "C", one said:

"Some always, some never."

**the type of activity is omitted because it would identify the faculty member.

Tolerance for disagreement

On this characteristic, too, the graduates' average rating was exactly equal to the average for all points. In view of the numerous very positive comments made, on this survey and on individual class evaluations, one might expect it to be one of the highest (though "A-" is not really poor). I would guess the rating is pulled down because the few occasions, or few individuals, where tolerance for disagreement was a problem, so affected the graduate that this was strongly influential in rating. All of us are more sensitive to inhibitions placed on our expression of opinions, probably more so than we are to (for example) heavy workloads.

Those rating the faculty "A" in tolerance commented:

"Very few cases where this came up." "No problem."

"For present staff: A. One (adjunct) was not."

"Don't recall any disagreements." "OK- fine."

"Can come to agreement after discussion."

"No occasions to disagree." "OK."

"Always open for discussion-- you could always bring things up-- it never got out of hand."

"Pretty good-- one had some very clear notions; I didn't like one of _____ favorite books, and _____ accepted this."

"It never came up-- maybe this is because they handled it well."

"Didn't really occur-- I had no trouble with _____ though some did."

"Never saw any disagreements." "Not much came up."

Those rating this "A-" said:

"Except for much turmoil in one (adjunct) class..."

"Except for one who lowered my grade one point for disagreeing."

"Couple of minor exceptions-- one not on the staff."

Rating "A to B":

"Two very poor." (see page 11)

Those rating the faculty "B" on this commented:

"Mostly OK. One individual didn't want disagreement."

"Good."

"Only one would not tolerate disagreement-- we were told exactly what was what, with no discussion."

Rating "B-" were:

"At least one time when not tolerant-- someone who is not there now."

Further comment by one who rated "B-":

"Mostly A, pulled down by one."

Rating the faculty "A to D":

"For the most part, very good: one in particular (adjunct) didn't like disagreement at all."

"One not tolerant-- did not like disagreement."

"Cannot generalize: some very bad, some very good."

"One prof with none-- maybe two-- one would never give more than a B because I disagreed."

This concludes the section on replies to the eight specific points. The reader is again referred to the summary tabulation (page 7) for a quick picture of the ratings.

At the end of the eight points, you will remember, was a general section where I asked for the "other" opinions of the graduates. These are difficult if not impossible to categorize, so I am simply giving all of them here, exactly as in the originals. Those who are deeply interested in the program will find it of high interest to read through them.

"Hated the _____ course-- way it was taught was terrible-- _____ (adjunct) was a very sarcastic person."

"_______ assigned too much busy work."

"_______ was rotten." (adjunct)

"Enjoyed Mr.Williams." (adjunct)

"They all seemed so enthused!"

"Sellers very good."

"Cramer excellent."

"I only had Boltz & Sellers of those there now-- both were excellent-- former people: ______ was awful."

"Make the students work harder."

"Sellers terrific."

"Visiting teacher was OK for those new to the field, but not for the experienced."

"I planned my courses so as to avoid ______ !"

"_______ (adjunct) was disorganized."

"_______ knew his subject but changed requirements, assignments unrealistic."

"All quite interested in what they are teaching-- there to help-- very cooperative-- for the most part, love for their profession-- many years of experience, which shows-- instilled me with a good outlook on the profession-- the faculty were up to date, aware of changes in the field."

"Faculty very objective-- had the experience-- overall, a very pleasant experience-- all, faculty and students, joined in making it a working practical experience-- presented a realistic picture of what to expect on the job-- we finished without the idea werwere supreme or God's gift to the world-- have found some librarians (from other schools) who do think too much of themselves."

"Boltz-- bless his heart-- such a patient person..."

"One former teacher was fine on one subject but lost if a question was raised, or the topic changed. Sometimes I had the feeling the (adjuncts) were not well-qualified."

"They all knew their materiall- fine..."

"Williams very good."

"Sellers fine and thorough."

"All basically excellent, it went fine."

"Instructor was too busy elsewhere-- we suffered."

" ______ (adjunct) could have been much better."

"One person not very good (of the 5)-- would drag down the average if included-- much too weak-- things were presented with an indifferent air-- very lackluster-- I was very unhappy and bored."

"Didn't feel (one) was well-organized. On the whole, positive. Altogether, satisfied. They were concerned. One (adjunct) person lectured so fast I took a tape recorder to class, couldn't write fast enough-- nothing but lecture."

"Whoever taught ______ was such a poor teacher, I've forgotten his name."

"One person (no longer there) had a very great communication gap-- it was an emotionally-charged semester-- feel the instructor knew the subject but not how to get it over."

"Boltz well-prepared. Sellers fantastic, covered everything."

"As to adjunct profs-- level of performance was generally low-- a public librarian who taught reference went far too fast-- confused students-- however, Lynn was excellent-- quite an honor to learn from him-- the faculty strikes a reasonable balance between theory and practice. Shows consideration for the student..."

"Tubio excellent."

"Good staff!" (with exceptions-- listed adjunct)

"One teacher was terrible-- no longer there-- he was very negative on any question-- it was way out."

"Really feel they did well by us."

"______ was excellent (adjunct) I may be the only one who liked him."

"I was very very satisfied."

"Sellers gets all A's."

"The class complained a lot about _____ but the notes are useful."

"Mr.Boltz was most helpful. His patience and understanding will always be remembered and appreciated. Miss Sellers made us work BUT WE LEARNED."

"I'd rather not grade anyone-- all are OK-- all were willing to help."

"All courses were well-taught."

"One really kept us busy-- often felt it was too much-- busywork-- not always the maximum value."

"One (adjunct) was terrible-- he didn't teach anything related to the library at all-- it ended up being a course in philosophy-- wasted time-- a disaster."

"Cannot rate-- too difficult."

"Grazian was excellent in Mass Media, and Jensen in Educational Supervision & Administration." (non-library courses)

"One (adjunct) was terrible."

"One (adjunct) didn't know how to teach."

"One (adjunct) bad."

"Hewsen was excellent."

"(one) teacher was lousy." (adjunct)

"Excellent teacher-- Mr.Williams."

"All fine except two people, very poor. One paid no attention while the class worked on______"."

"One AV teacher was fine, the other was awful."

"Too much volume to the work."

"One course was a loss due to the instructor." (adjunct)

"Boltz is excellent in all his courses."

"Really impossible to grade. I was satisfied. When you're a student with no experience, you can't appreciate it. There were gripes, sure, but better looking back-- a very warm, open atmosphere-- felt welcome to question and raise problems."

"One teacher and I clashed." (adjunct)

"One person not too good as compared to others."

"One was not my favorite instructor-- not too good."

"Young fellow-- his first course-- was good."

"One was very exacting-- too tense-- no longer there."

"Miss Sellers' courses were excellent and have proved invaluable."

"Mr.Boltz inspired us to be librarians, pointing the way."

"Hewsen was tremendous."

"Most of them know their subject matter very well-- some better able to put it across-- some planned it out, put it over-- some off the top of their heads."

"One really laid it on us-- we read thousands of books! Excellent."

"Really enjoyed it-- most classes were small, homey-- teachers were all good."

"As people, the faculty are wonderful. Very nice, warm, willing to help."

"Too many courses called more for memorizing than for challenging your intelligence."

"Language problem with one instructor-- hindered progress-- instructor put into embarrassing position-- students were rude."

"Instructor made (one course) difficult-- ridiculed students in class."

"Adjunct people sometimes unexpectedly low-- you'd think practicing librarians would be good teachers-- (cited examples)"

"Adjunct teacher philosophized but did not cover things."

"Busy-work-- good but unreasonable." (in one course)

"Workload extremely heavy in some courses, especially in the summer-- why so many books to look up?"

"Enjoyed them all."

"One made a great impression (on me). ______ brought in lots of materials-- articles-- current data-- many in class didn't read, but I did."

"A pleasant experience."

"Language barrier-- _____ might have known business, but not teaching."

"One took own courses too lightly-- paid little serious attention to students."

"Friends and I actively resent paying a lab fee to the instructor; also it seems too high."

"Some instructors seemed not interested, assigned to courses at the last minute-- interest was lacking."

"My negative comments refer almost entirely to others than the regular profs. Feel quite satisfied-- it was excellent."

"One prof. not prepared-- students could see didn't know facts."

"Would not rate any really low. One is OK but always disorganized. Taught one course without any notes."

"One instructor thought asking questions revealed an inability to create the instructional materials... knew the subject but often found it hard to explain."

"Teaching prepared me very well."

"One did not know enough about AV cataloging."

"I cussed ______ many times but appreciated the coverage of materials and preparation-- Oh, those late evenings of hard work!"

This is the end of the graduates' comments. I have been unsure in many cases whether a given comment belonged under "faculty" or under the specific courses. Where there has been any doubt, I have placed them here.

I have tried tabulating the individual comments about which of the instructors each one had or did not have, but the effort proved to be unproductive--- the matter is too complex to show usefully. As I said at the beginning of this section, three of us are too recent to have many comments apply to us.

The most obvious point that stands out in reading through the comments is the problem with adjunct teachers. Some were praised very highly but mentioned rarely-- e.g., Hewsen, Williams, Cramer. Therefore it is hard to know whether their entire classes would have agreed with the high evaluations, or whether the few who did mention them here are the exceptions. Others were almost universally condemned, and I am using no names. If we take it for granted that the department would not deliberately choose a poor teacher to cover a course, then it would seem (as one graduate pointed out) that a successful practitioner is not always a good teacher, and in many cases all we have to go on, is the person's track record as a practitioner. A recent article in Library Journal noted that library school faculty tend to favor scholars, as students and as teachers, whereas the successful teacher has abilities not necessarily correlated with research. Especially in an area where we are teaching people how to practice a service-- not how to do advanced research in a subject discipline-- the criterion for both students and teachers has to be different.

I found our graduates to be mainly very happy with the work they learned at Glassboro. They felt the faculty had prepared them realistically for the kind of jobs they were to occupy. They (the more recent ones) seemed to feel the department has now settled down to a maximum of teaching by regular, fulltime teachers, and a minimum of adjunct teaching: and this pleases them. Any weaknesses they wish to pinpoint among the present fulltime staff can easily be discovered by each individual teacher by using the anonymous evaluation forms--- asking students to fill these out at the end of each semester, for one's personal use only. Our present strengths are well laid out in the table. The indications are consistent with those in the two earlier (mail) surveys, so are probably valid.

Opinions on the Program

The following section, all on GREEN paper, is devoted to ten areas of more general concern about the library education program. The page numbering is in one overall sequence because it was the first time I was able to plan for one entire major part of this paper and get the printing done in a relatively brief period (instead of a bit here and a bit there). It was all written between August 30th and September 14th and printed between September 2nd and September 15th.

Introduction and contents 1-2

"What areas were covered in your courses, that you have found little or no need for on the job?" 3-7

"What areas were NOT covered (in your courses) that you now feel the need for?" 8-14

"What problems or types of situations were described or pointed out in your library science courses, that you have NOT found on the job?" 15

"What problems have you encountered on the job, that you were NOT prepared for by the courses at Glassboro?" 16-24

"Do you personally believe..." (this is a long question, giving four choices as to the extent to which students should have elective choices for personal interest or specialties) 25-26

"How do you feel the GSC library education program could better contribute to improving the image and status of the professional librarian?" 27-35

"Should Glassboro teach students the actual practices found on the job in this area, or should the college teach ideal principles? Why?" 35-42

"Do you personally prefer courses where the emphasis is on textbook and lecture, or on class discussions and projects?" 43-50

"How should the GSC library education emphasis be divided between general principles or philosophy, and practical details of running a library?" 51-56

(continued over)

"Should all GSC library students be required to take a supervised field experience or internship?" 57-62

There is a certain amount of overlap among these questions, and this was mainly deliberate. Except where the questions are the reverse of one another (such as the first two) they were asked at different points in a long interview, and it was my plan to cross-check, in this way, some fairly basic attitudes toward the program and the department, in addition to getting the factual lists of items omitted or unnecessary.

All the individual replies are generally given, to aid the reader in interpreting graduate attitudes. In general, the complete reply as noted in my copy of the questionnaire is what appears, not the complete reply given on the tape. The taped replies are not usually more informative than what I wrote down at the time, but have been useful to check where I am now not entirely sure of the respondents' meanings or the context of a reply. (my personal form of shorthand is sometimes cryptic or ambiguous.)

We find the Glassboro graduates strongly in favor of a practical education, rather than a theoretical one, and indeed they feel this is what they got. Many are in job situations where they were immediately plunged into various problems, not anticipated, such as having to place a book order a full year ahead, or running between four or five different schools.

They are very sure that we need to obtain ALA accreditation, in order to help them qualify for better positions as they gain more experience; many employers ask for applicants from ALA-accredited schools only. They are also sure, based on working with graduates of ALA schools, that Glassboro is already turning out equivalent quality. Unfortunately it appears it will be some time before we are able to obtain this status, due to the expense.

A number of specific areas were listed as needing more coverage, and these deserve the attention of the faculty, though many have already been taken care of as the program stabilized. I am sorry to have to feel that only making our program a two-year one would provide time for all the things our graduates want included; this might well be a good idea but we must question whether many people would wish to enter the program if it were that arduous. Do we dare try? Would the State permit us to? The idea should not be written off without further thought. One result of this study is that it is forcing me to realize how much our students need from us, and to face such questions as the possible augmentation of the program.

"What areas were covered in your courses, that you have found little or no need for on the job?"

In asking this question, I was careful to specify that by "areas", I meant to include individual topics covered within a course, not just entire courses. This was necessary, because I found that again and again, this question was interpreted as applying only to entire courses, and I wanted to get into course content. As the reader will see, this was only partly successful. Perhaps this is because it is more difficult for a person to remember parts of a course, especially years later. Sometimes I asked if we should stop teaching the areas mentioned as "not needed."

"Cataloging. Even back on the school job, I never used it." (said that pre-processed books made it unnecessary)

"Everything has been useful sometime."

"Advanced cataloging (LC). We don't really do much with LC, and are not likely to."

"All were beneficial. History of Books & Libraries not useful yet, though interesting. You can learn something valuable from any course."

"Don't eliminate anything because nothing is wasted. It's all useful for self-improvement. Most graduates will be a staff of 1; must know the whole picture."

"Specialized bibliographies, to some extent. Audiovisual not used yet, but I expect to, and it helps to know."

"History of Books and Libraries. I enjoyed it, but it's not necessary to job success."

"Don't know of any."

"No; I've used everything."

"None. It was all practical."

"Nothing. I can apply everything. But some areas are not as relevant to this particular job. Some are much too specialized for a small public library, such as literature of science. Multimedia in libraries would have been good but poorly taught."

"Of course, the more advanced areas are not needed in an elementary school library. Maybe you need a research course for elementary librarians. The problems are so different from high school-- for example, the very young; or, the great variety among 5th and 6th graders, with some quite mature, some still childish. Design courses just for elementary librarians."

"History of books and libraries. Everything else was useful; even children's literature is a necessary background. You never know where you will work in the future." (high school)

"I've used about everything in some way."

"Reproduction of media, only because I don't have equipment yet; do hope to."

"History of books and libraries was not useful; can't be sure whether that's due to the subject matter, or the poor way it was handled. Otherwise I've used everything."

"No; have used about everything. A teaching background is necessary" (to be able to use it).

"The computer course, though it might be useful in the future. Our Guidance Dept. has a terminal connected to ______ under some kind of grant. The public libraries course not relevant yet but might be."

"Automation-- interesting but not applicable here. Cataloging-- not part of my duties. Of course, all librarians need to know it."

"None."

"Generally, the public library things. Reference course: so much was covered, I didn't retain much-- and it was mostly at advanced levels."

"Writing the thesis. All else has been used somehow. Anything that opens your mind, helps form philosophy..."

"Automation-- but keep on teaching it. Give it only for those who feel a need. The course is very interesting."

"LC system."

"Can't answer that. No need yet for computers."

"No; every day something gets applied; it's all useful."

"None."

"Computer technology. All else has some application. Yes, continue to teach it but don't require it."

"Have found use for most of the material, and the others are of great interest, though such courses as elementary are not used yet." (refers to elementary school selection; this is a college library staff member)

"In my own particular situation, computer modernization. Don't drop library planning: setting up new quarters: it has not been useful but will be necessary sometime. We spent quite a bit of time on it. As to non-print: what we covered was OK but we spent most of the time on transparencies, then made a movie."

"Automation probably won't reach our area for some time, but continue it since larger, richer or more diversified places may need it."

"Every course has been used in some way. History of Books and Libraries was one of the best courses: I was so tired of mechanics and routines, the course was a pleasure, and intellectual challenge. It gives you some scholarship; keep it."

"Automation will probably be useful later."

"It's all used."

"Adult things (as I am a children's librarian). Nothing else. I've contacted almost everything."

"No automation use so far, though the knowledge is very interesting and will be useful."

"It has all been used."

"All courses that I took had some value to me."

"Ordering materials; dealers." (public library staff member who does no ordering)

"Depends on your experience. For myself, no. However the more specialized reference courses are not necessary to elementary school."

"None."

"Nothing that I can think of except the making of a budget. The fact that I don't (make a budget) is just something unique to my school system. It should still be taught since many librarians do have to make a budget."

"History of Books & Libraries; Automation. They were interesting; don't stop teaching them as electives."

"One was a waste of time. We had to listen to a lot of discussion on (the instructor's) personal life. We had to spend a lot of time looking for things. We paid a fee to him personally, not ethical. The course was very bad. Also perhaps the automation course was (unnecessary)."

"That science course-- which was the fault of the prof." (adjunct) (this person described it as the time the course was taught as a "philosophy of science")

"Yes, but you can't prepare for just one narrow job in the courses; must cover all areas. I didn't want to be in the elementary library course but discovered I liked it." (this person took a job at the elementary level after graduation)

"Automation not used yet, though it should be taught."

"Working with the computer. But then you never know what you'll need to know-- keep it-- it might come in handy."

"Only that long-dragged out thing on History of Books and Libraries; it should not have been a full semester."

"None."

"Automation and media. They should be taught, of course; just that they're not used here."

"Day to day things: you get so bogged down in details you don't get time to go into the fine points of cataloging. So much depends on the school philosophy."

"All used."

"Automation course. Probably I'll never run into it, as an elementary school person. Others all OK."

"Have used just about everything." (has worked in both public and school libraries)

"Children's literature might be used later. Those stupid education courses, I will never use." (high school)

"History of Books and Libraries-- least useful but interesting. Not needed on the job."

"Anything other than elementary, such as advanced reference. Mostly used. Didn't have much on AV (then) except cataloging."

"LC cataloging maybe useful later-- I don't like it."

"As of now, I'm not using certain things (such as cataloging) but hope to. AV materials will be useful."

"History of books and libraries not used now, maybe later. I could have looked it up."

"All of it used. A lot of them griped about the work but it was good discipline. Should force them to go into the library, the reference areas, to use the materials under real conditions."

"Media courses: don't regret, but no need here. Children's lit.: fine but not used. AV hardware: no two projectors are alike."

"Cataloging and classification: I'm not doing that work now. There was great emphasis on cataloging rules but very little on classification. Also, I needed LC and was taught Dewey. Not enough on subject headings. Work seemed poorly organized too. Rigid system." (college)

"Found some value in everything, even if not all of it used yet. Also, some of the things I didn't need, others did."

"Not one."

"Automation & Information storage and retrieval. Advanced cataloging. Multimedia in the school. Preparation of inexpensive teaching materials. No, you shouldn't stop teaching them, because they would be useful in schools or specialized libraries." (public)

"Automation: very interesting and valuable but not applied here. Don't eliminate anything-- though many things were geared to larger libraries."

"Everything has been of some use. Some of less use due to my specialized job, but all has been useful as background."

"Used everything I took. All useful, especially as I am thinking about changing jobs."

"All has been of some use."

There is no doubt as to the two courses deemed not useful on the job by the majority: Automation and Information Retrieval, and History of Books and Libraries. Similar comments will be found elsewhere in this paper, under specific courses (white pages) and in general evaluations. However, very few of the respondents are in favor of dropping these courses. They are perceived to be at least important as professional background, and likely relevant to one's job in the future.

Some graduates took this question as the opportunity to complain about how a given course was taught, which I did not intend. Only a few commented on individual units within a course. Perhaps the only way to get such responses is to present them, in future, with a checklist.

There is also no doubt that the great majority of graduates answer this section with the feeling that they use, right now, on the present job, either all or most of what they learned at Glassboro. Again confirming replies given in other sections of this paper, they see their education as having been highly practical and relevant to day to day job needs. Almost all of the exceptions (other than the two noted above) are due to the person working at a different type of position-- but most of them concede they might well be at another type of library position later.

"What areas were NOT covered (in your courses), that you now feel the need for?"

During the interviews, this question was asked immediately after the one tabulated on the preceding pages. As the respondent did not generally know this one was coming, some of the replies to the preceding question actually overlap with this one, as the graduate (having had the topic brought up) tried to answer both.

There was more success with this question, in getting people to respond as to individual parts of courses, not just entire courses themselves. Perhaps experience with the first question prepared them better for this one; perhaps the essence of searching for something omitted is more conducive to analysis, than the process of considering things already done.

In some cases, I also asked (after the above question, when the person had named something specific) "What would be the best way to teach them?" However, this produced few replies.

"Selection of non-print materials, and use of them. Media in general. Must know equipment-- how to evaluate, use, and produce materials. This was not covered at all when I was there." (graduated 1970)

"Types of supplies you must order for the library-- the practical side-- budgeting for them. Could pick this up in internship, no need to do it in class. Maybe in the administration course?"

"More psychology of the reader; how to handle discipline problems in the library; what areas to concentrate on in allocating your daily time; what areas to attack next; how to evaluate the collection; book reviewing; public relations and the community; how to get it across to the administration that you need an aide, more help: communicating; using clerical help."

"Public library administration. New Jersey state laws and regulations. Millage rates. Relations with the State. I was able to find answers in books; need them in notes for quick reference." (public library director)

"Building plans and problems."

"Library furnishings, equipment purchasing, catalog drawer units. More on book selection. How to evaluate the collection you have."

"Administration; budgeting is vital. So many schools prepare librarians to be one of the teachers, but you are really an administrator. Learn to work with principals; how to educate him, get him to listen. State funding, grants."

"Book repair course: actual methods. Book selection: need to handle more books, on more levels; know publishers; they often make grade-level claims and librarian needs to be able to evaluate these."

"Data processing could have been handled in more detail. Master file, inventory control, circulation."

"Courses I didn't get to take-- maybe personnel, administration, expand on these."

"The only things not covered were ones I didn't take. I'd come back and take them if necessary, such as the computer course."

"Administrator's needs-- financial policy and techniques, business practices in general, office management. Adult services: book selection for adults. Programming: getting started in it. PR: not formal, but attitudes toward people, community groups." (note: 'programming' is used here to mean setting up programs for the community) "Drawing in non-users. One must care about effect on public of library policies. We had a workshop at State on this." (public library director)

"The clerical side of the job. Dealing with book jobbers: direct orders. Where do you go to order good reference books? Ordering in general was poorly covered. They just casually referred to Baker & Taylor, or Bro-Dart, without explaining."

"Actual work in the library. Ways to reach the non-reader. Displays to publicize the library and create interest in library service. Ways to involve teachers in the library program. Ways to teach library skills. (materials available, what others have done)."

"Dealing with the reality of students. They don't like to read, don't come in voluntarily."

"Going out into the community to learn it better-- how do you go out, how do you get the people in: relationships with people."

"More on administration for those interested-- budgets, personnel problems. Administration course does go into problems of personnel to some extent."

"The whole field of non-print software and hardware. Learn about 16mm and 8mm projectors. I went to a workshop-- didn't know how to operate them. Learned how to splice film myself. Making slides, films."

"Media, all respects. Selection, cataloging, use of equipment, dealers, sources, everything. Maybe it's better covered now. I took a media course at Trenton which helped a little." (graduated 1970)

"Practice-- a practicum."

"Filing catalog cards-- the rules."

"Maybe I'd like to know more about companies, suppliers, who offers what, specific ordering. Hate to feel I may not be getting the best buys. (Both print and non-print)"

"None."

"Practical knowledge, field work-- application of theories from classes. A lot of it would be more valuable if you had real job work along with it."

"Actual operation of AV equipment. Dealing with students and teachers: not covered now; I don't know how you'd teach it."

"Book repair: 2 to 3 hours of mending and repair, an actual chance to work with materials. Working with routines and the bureaucracy. AV storage and retrieval system. A little more on children's periodicals-- junior high school and up were well covered. Ordering needles for phonographs; stocking batteries. Could use more on care of films, AV equipment. Working with volunteers. Teaching library skills-- we covered the need for it but not how to teach children. Would like to have had a checklist of what one should have: catalogs, professional reference books, how much to have in each category at each grade level."

"Can't answer now." (felt it was too soon)

"None."

"Actual operation of library-- setting priorities-- evaluating the situation; where do you start. I don't know how to teach it. Maybe it's best to practice it on the job."

"AV area needs much more. TV is important."

"Mainly personnel relations; also budget."

"More on varied AV. Working with grants and outside aid- Title II. Different types of grants. Services available through the State. Budgeting- so you realize the way the library budget fits into the total school budget; you must canvass the entire school. How to keep records to help with next year's budget. Sometimes you can't reorder when something's out (so you have to order accurately the first time). Definitely, need lots more on non-print: there's more now, people are aware now. More expansion needed." (grad.1971)

"Job-seeking, landing and holding a job. Job bank and help in developing a resumé." (this person, graduated 1971, is still a teacher and has not yet found a library position.)

"Setting up the card catalog- knowing the rules- do they ever teach the whole book of rules? Should be a lot more of this: problems, not the simple card-making things. Do series, for example, which is a great problem. Filing rules: in-depth cataloging, descriptive. Dewey-- go into Dewey in depth. The computerized cards coming out now have different forms of punctuation, different format, etc. Not consistent. Subject headings are unacceptable ones. School administrators don't understand how much work, how complex, even when books are ordered "pre-processed." "

"Automation some day. Nothing else now."

"Practical cataloging."

"Need much more on children's programs-- setting them up, speakers (also adults)." (public library)

"Teaching library skills-- the librarian must often do this, but it's not covered. Maybe take a week or two to go through the materials available. Many people do sell them. I have collected some. Need to know what is appropriate at each grade level, also something on varying the program by class moods. Also: teaching of reading, tests, how to interpret reading scores, etc. Sometimes I feel ill-prepared in these areas." (elementary)

"Teaching of library skills- never covered at all. Minor repairs to AV equipment. Ordering procedures- dealing with jobbers, etc."

"The LC system of classification. Have experts in the field lecture, and practical experience."

"Nothing. My situation is different from the younger ones. At my age I do not expect to move on or up."

"I was working in the children's field. There was nothing on the programs you are expected to produce-- storybook hours, summer reading programs, etc.- how to set up programs. The course was geared entirely to schools, nothing on public libraries. What is expected of the children's librarian-- book talks, etc.-- need practice in it, but never covered. Course at Temple did cover storytelling. Especially if students will be allowed to specialize (you need the above)."

"I feel the need to be able to process books on my own. I probably missed out on this by not taking both cataloging courses. But just as a suggestion, the course might be taught as a project-type course where students would do almost nothing but classifying."

"Teaching library science skills to children."

"Technical side of AV- bulbs, etc.- projectors- there's a real and increasing need in this."

"Not enough AV. I'm sure you have more, enough now. Mrs.____ is in the program now, says it is. I don't especially enjoy it (AV) but a librarian should know it." (graduated 1971)

"More on cataloging of non-print-- it was just starting then. I really have a need for it. Everything (else) was covered well. I feel I could go back now and retake all the courses and get much more out of them."

"None."

"Didn't get much on AV, selection of materials; I got some as a teacher. There's a trend toward software, younger teachers are not afraid of the equipment. Nothing will take the place of the book. You need a variety of tools and methods. TV was covered briefly, cable TV, etc.; I would like more. Graphics good to know as you can help the teachers; had one course on free and inexpensive materials that was almost like an art project. I still don't have the proper equipment (to use it)."

"Writing up a procedures manual. Demonstrating how to teach students to use the library quickly and effectively."

"LC system of cataloging."

"Acquisitions."

"Literature for children-- but I will take that course later. Could not fit it into my schedule at the time. Had to teach myself the rules for filing cards in the catalog-- can't recall it ever being taught-- I learned it on the job."

"You get so many busy jobs-- statistics, counting students, etc. Courses don't prepare you for the non-library work needed-- record passes, teachers, questions. I have at times vacuumed dirt out of the windowsills. Need for staff to check passes."

"None. I understand all I need here."

"Book selection for elementary schools. I didn't get to fit it in somehow, would like to. I only attended in summers, so missed some courses."

"Actual procedures for processing should be mentioned more in cataloging & classification. More in philosophy, the profession, ethics: I discussed with someone whether the librarian is a teacher or a handler of information. Need to cover these areas. More electives would be helpful."

"The PR area- anything in that area. Dealing with newspapers for publicity, civic and other groups. They're willing to help if you know how (to reach them)." (public library)

"AV. It's my own fault; I didn't take the courses. Didn't like machines so I avoided AV. Then I could not thread a 16mm projector on the job when required to help a teacher! Don't let anyone graduate without this."

"Wish I had more reference, especially in the social sciences. I didn't take that course. Stress: you must know when to stop giving people information (in a reference situation)-- some of them (librarians) keep giving you information until you scream." (public library)

"None now- maybe later."

"Administration- enlarge it. Discipline."

"Some of the nitty-gritty, how a library works. Filing of catalog cards in a real file."

"Could be a lot more on the budgeting process in the administration course."

"Actual problems faced on the job with administrators (school librarians). Current problems on State funds. Selection and use of periodicals."

"Government documents. Media selection. Making media. Public library aspects. New Jerseyana-- building collections in. Bibliography. LC classification. For example, Pratt has courses in fiction for children, storytelling, films, etc." (graduated 1970)

"Telephone reference work. A more extensive covering of books on vocational guidance. Preparation for civil service test-- letting students know approximately what it will be like."

"Figuring cost factors-- how to calculate the real cost of processing a book-- I went to a workshop on this.-- The annual report was the first difficult job I had-- what statistics do you include? I wasn't aware of the sheer volume of paperwork. Reporting on Federal projects and grants; the State requires different statistics and format."

"Hands-on AV equipment use-- a big point. Need lots more actual work with the equipment."

"AV selection, ordering, storage, circulation. Vertical file ditto. Weeding: how to do it, the criteria; I hate to throw away a book but some are just not used. How to beg for more money. How to work a library with just students to help. Suppliers and jobbers; I haven't found a good AV jobber yet."

This concludes the individual comments on "Areas not covered." Summary follows on the next page.

The points brought out by graduates are summarized below. Some were mentioned only once; others many times. The most-frequently noted items are listed first.

AV equipment- operation, care of, routine maintenance, minor repairs. Ordering needles, batteries. Suppliers, maintenance shops.

AV software selection, ordering, care of, storage, circulation, cataloging. Suppliers & jobbers.

Day to day routines; allocating one's time; managing clerical and student helpers

Administration- making up a budget; analyzing costs; keeping records and statistics; writing reports; relations with superior, such as explaining one's needs and getting support. Working with the bureaucracy. The overall school budget. Office management skills. Evaluating the situation. Financial policy.

Dealing with users: discipline problems; getting people to use the library; getting teachers and students involved; reaching the newspapers and general public; displays; setting up programs for children, etc.

Teaching library skills. Interpreting problems of readers and non-readers- psychology of the reader.

Book reviewing, book talks.

Making your own media.

Reference work. Telephone reference. What references to have in your own office for professional use.

Actual cataloging, classification, processing, filing of catalog cards in a real file, using the rules. Using the new computer-produced cards.

Acquisitions; suppliers and jobbers; routines.

Selection; evaluating grade levels of books.

State laws and regulations; state reports; grants applications and reports; State services

Government documents; vertical file; weeding; circulation work; LC classification; New Jerseyana; Selecting and using periodicals; selecting children's periodicals; applying for a position and passing the civil service test.

You will find it valuable to re-read the individual comments after going through this summary. These are verbatim reports from "the front line" on what is deemed important.

"What problems or types of situations were described or pointed out in your library science courses, that you have NOT found on the job?"

"None." (49 persons)

"Some people said no one ever comes in their library. I don't have that problem-- they come in, in large numbers (mainly from study halls.)"

"School-type problems" (this person is in a public library)(three)

"Dealing with children." (college)

"Interlibrary loan-- not used in elementary school."

"No one has ever objected to materials in my library-- of course, I avoid that through pre-selection." (middle school)

"Personal relations-- it was painted as difficult-- but I have had no trouble."

"At the time, I thought it was going to be hard. After learning, I found it was easy to run a library. I gained much confidence. Now I am secure and comfortable." (branch public library)

"Time and motion studies; planning new libraries."

"Censorship has been no problem." (three persons)

"(ditto) but somebody threw Joy of Sex in the wastebasket!"

"Making a budget." (principal does this)

"Problems with volunteer mothers."

"Unique situation here: no great book losses; teachers don't send pupils in to baby-sit; all use is individual, for specific needs." (vocational high school)

"Trustee problems, much talk about: none here so far."

Apparently this section is minimal: by and large we are not going into problems in the classroom that are irrelevant to the real job situation. This is a "good news" section, in a way. One person said, "None-- I found them all!" The only things mentioned more than once, above, were: school-type problems, for those working in public libraries (unavoidable); and censorship (but see the part of this report on librarians who do have troubles and minimize them).

"What problems have you encountered on the job, that you were NOT prepared for by the courses at Glassboro?"

"Dealings with administration--" (as this person was saying this to me, the phone rang with a problem at the business office on getting bids to repair AV equipment)

"I was not concerned at the time, because I was an elementary school teacher. Need more information about periodicals; how to balance your collection between liberal and conservative bias: I don't recall much on selection of periodicals. Also, balance in general: books, too-- varieties of reading material. Originally I found nothing here for kids who couldn't read too well- the materials were on too high a level- the previous librarian had no teaching experience- those who lack education experience need it." (high school)

"How do you get teachers in here more? Get them to use the library? One, a teacher here 12 years, has never brought a class in. Some don't know what it is."

"Working with State laws. Not on library operation itself, that was fine. Job descriptions. Usually you're not a library director immediately, you don't generally take full responsibility. What are your duties? Clerks? Staff? Trustees? Duties of trustees?" (public library director who was appointed to the position with little prior experience)

"Practical experience-- vital to understand problems and courses." (indicated no specific problems met)

"How to work with AV equipment- projectors, etc. There was talk but no practice. It was a great help to work part-time in the library while I was in school."

"My advanced cataloging course helped with AV, but not enough. Needed especially for school libraries."

"Individual problems of students; discipline. General problems of teachers. Whether the library should be quiet, or have music, etc. Developing a style for your library." (high school)

"Censorship problem- a parent got excited over mention of witchcraft. Dealing with faculty: diplomatically getting them to understand the function and uses of the library." (middle sch.)

"Dealing with departments and faculty members: a new experience. Determining department heads' relationships with librarians. For example, allocating book funds, establishing procedures for working with the faculty." (college)

"None-- but then my requirements are limited, being only a cataloger."

"The strange attitude toward libraries by some administrators: that libraries are not important. I had hoped for a better reception to the library than there was. I'm generally a meek and mild person but have been driven to pound on the desk to get people to accept a valid educational point. Once I had to defend my volunteers against the principal. He wanted teachers to take classes to the library at any time, no appointment; so volunteers would just sit and never know when the kids would be coming in, or if there would be too many coming at the same time. Volunteers tend to stop and do nothing if there is no class in the library, and the librarian is away. One problem is that people who volunteer to help in the library tend to get stuck with everything, so I set it up for them to volunteer for specific duty, not to exceed X number of times during the year, so they feel secure and not overloaded." (this librarian has five elementary schools and no clerical staff: only parent volunteers who man the libraries when she is elsewhere. As indicated in a long discussion, her chief problems revolve around these volunteers: recruiting them, training them, keeping them, supervising them.)

"As a library director, I have many problems that cannot be put in courses. For example, working with contractors to fix the roof, plumbing, put in a humidifier, etc. Maybe you could put in some of it as one unit in the administration course."

"Taking inventory. I watched _____ do it once. I knew nothing about it. It's required, with an annual report on inventory, extensive. This depends on the district. Librarians should ask the principal about this when hired."

"Re-opening a badly neglected closed library where records and books were scattered all over."

"Discipline."

"Practical day to day problems of running a library. I am fortunate in my Board, but many public librarians do have trustee problems-- you should do something (in the courses) on this."

"You can't realistically prepare for everything."

"Working better with teachers, get them to accept your advice. Some librarians manage to get teachers in to prepare units. I can't get them to do this. Also, meetings with library organizations."

"Everyday practical things like getting the rods out of trays. How to get poor readers to use books. You do include AV software more now; include it in circulation, kids borrow it. I feel it will be used greatly- there is a media teacher here, who has students taking notes on tape and TV."

"Filing (catalog cards)."

"None-- no problems of any size so far."

"Seem to have been able to solve my problems so far."

"I was not prepared to step right in and take over (a school library). You need contact with a real job."

"Discipline problems. We are faculty. I still cannot bring myself to go into the girls' room and catch them smoking; I didn't expect this (as a duty). Also I expected people would come to the library voluntarily. (actually) it's a holding place; they prefer it to study hall, where they must sit in certain assigned seats." (high school)

"How to convince a board of education we need a materials selection policy. Biggest problem is getting teachers to let the kids use the tape recorder. I have no access to a typewriter in two of my schools. Principals don't understand the need to order pre-processed books- they won't let me do so-- though I have no typewriter and no time to process. When I came on the job, I asked immediately for the previous librarian's annual report, and policies on purchasing: I found there were none. So I wrote up a policy myself and the superintendent gave it to all the principals." (note above: cannot get board to approve) "I have playground duty once a month at each school. In one school, the principal sends in Title II papers without asking the librarian. Also, he didn't know the books were classified by the Dewey Decimal system. The principal in one school suggested sharing AV materials with the other schools; no other principal was interested. I have cataloged books that were previously uncataloged at all, or done by a system of the 1920's. Also, need to educate school secretaries to send in my specification sheets with the orders-- they persist in removing (and discarding) it." (this person has three elementary schools, and no staff; until recently had 5 schools)

"Problems of authority- what is the librarian's role? Who does what? For example, the principal may say we're closing down the library to take class photos-- can I validly resist this? Scheduling: on the elementary level, many kids would never come in unless they were scheduled. Personally I will not put up with inflicted poor schedules but know many librarians who must."

"Bringing pets into the library. They have gerbils here-- the children are increasingly bringing pets into the libraries-- you could discuss this (in class): how do you handle?" (branch of public library)

"Preparing book orders, budgets, reports, keeping kids in order, getting people what they need. The kids literally drove us crazy the first year; we needed a philosophy of what should be going on in a school library." (high school)

"Managing a TV studio! Everything about it. I was completely in the dark on it." (high school)

"None; I was particularly well-prepared, even coming right out of college as an undergraduate. I had worked a little in the library when in high school. Things (in thecourses) were suggested very wisely, and they did come up (on the job)." (college)

"Dealing with salesmen: what questions to ask, getting information on products, making good comparative judgments on equipment, selecting equipment. Subscribing to magazines and services. Cataloging non-print materials; record-keeping for non-print materials, kits; I break them down into the components. I was totally unprepared in this area (purchasing). Also, compatibility of print with nonprint materials needs to be covered. We're doing it very well here. In some cases, it's very hard to make them meet. Should show students how to do this.- When they send you your Title II reports, they give you no instruction on how to report nonprint packages.-- Especially at the high school level, without a mechanized system, you need a control system to control thefts.- problems when the school board and administration are not clear on how to view the library: how can you fully educate them? They are confused: how do you handle?"

"I'm getting one problem. Glassboro said there was a shortage of librarians, that new State laws for school libraries would give good employment opportunities to MA in LS graduates and give them many choices. What happened?" (this person graduated in 1971 and says her own school district has already bypassed her twice when library positions became open, by going outside; so she is still a teacher in that district.)

"Discipline- keeping order. There's such a wide range of grade levels (7 to 12). Maintenance; planning extra floor space, extra shelving; how to lay out shelves in the best way: how much, what size."

"You prepared us very well. (one problem is) having class after class sent in, and finding something for them to do. Must incorporate supplementary materials to what the teachers are covering. Younger teachers and younger grades were more cooperative previously. In the nonprint area: I took what you had but the courses were not too good. You need much more on both hardware and software, and the cataloging of media. I was originally taught it was better to separate AV from books, now they are combined. I feel the curriculum has already gone far on this." (middle school)

"Cataloging. Nothing otherwise. Dealing with people: be confident." (college)

"I found no shelf list (upon coming here); only one-third of the necessary fiction; no inventory. Didn't know where to start. I decided to go through the catalog first and see what I had. It was very time-consuming but turned out to be the best way." (elementary school)

"Discipline of students."

"I can not recall any. Most of the problems encountered were more or less covered at one time or another."

"No problems."

"I managed adequately but--- Also, you're expected to be liaison with the schools- I had no training in that- communication between the public and school libraries. Relations with teachers was covered, but you need the same in public library work. For example, the Catholic school once called, they have 52 children to a class and no library; they came in and each student tried to get the same material. Dealing with teachers and yet being tactful-- I did once get a chance to talk to teachers who were new to the school district, and suggested they check with their librarian to control access to limited materials." (public)

"Practical applications, almost all learned on the job. Would have wanted more on college and university problems. Interlibrary loan was not covered anywhere, nor reserve books." (college)

"Practical classifying of books."

"Teaching library skills; handling all the paperwork."

"Not enough help, aides and secretaries. Not enough hours in the day, especially when you operate on an open schedule, which I established and had to struggle with." (K-8)

"Budget. Teaching library work for various grades-- e.g., I was expected immediately to teach a 6-week course in library science; had to create it from scratch. There was nothing in my courses on this; I got help from the State." (jr.high)

"None."

"None recalled-- maybe I've repressed them!"

"Ordering books- I have complete control, ordering through a wholesaler. Was not really prepared for this in the classroom, the feelings involved. Also, I'd like to buy throughout the year but not allowed. The salesmen are very nice but... I set up my own guidelines, have lesson plans; they're making me into a teacher of library science so I can't run the libraries." (has three elementary schools and a fourth one coming up)

"LC cataloging and classification. If I had been dealing with periodicals (here) I would have been unprepared. Wouldn't have known where to begin."

"How to handle it, when a parent comes in and finds a book objectionable. Or, when a parent says she doesn't want her child to take a book home because she doesn't want the responsibility if the book is lost or damaged-- how do you handle?" (elementary)

"I didn't know how to use the embossing machine for cards. Other practical things, like making a piñata for children. Could well use an arts and crafts course, elementary education course on children, for those going into this. Every week I need to know arts and crafts, puppets, etc. Maybe should go to the elementary education dept. (of the college). --- I don't feel the courses led you to expect an ideal library. You were given a very realistic picture of the shortcomings of libraries-- I had no illusions to shatter." (children's librarian, public library)

"Dealing with the administration. Supervision of staff. Working with students at different age levels-- the attitudes found at each age level. So difficult to get students to use the library the way it should be, to take advantage of the resources and services. How the teachers and administrators view the library and your job; their expectations."

"Not really."

"Generally, those specifically connected with the vocational setting-- the literature of the field- the media. Big lack: not knowing how to set up a library from zero. I got lots of help from EIC, got my perspective, first things first, setting goals and objectives." (vocational high school)

"If you haven't worked in a library before, you can't anticipate. The Boltz course in library management has turned out to be excellent, but I couldn't appreciate it at the time. The cataloging course didn't cover LC at all."

"Working with the municipality-- how it works, laws, etc. It's not at all like a school situation." (public library)

"No preparation for operating AV machines. With all the children's literature, not enough on actually doing storytelling. You need actual experience. Giving lessons in use of the library: it was covered, but not enough. The principal sometimes demands actual lesson plans in a book. How to use the card catalog. Easier for an ex-schoolteacher. Sometimes I have a 4-6 week orientation program for specific classes-- it gets complex to schedule the lessons- the aids to be used. Communications here are very easy and pleasant; you're not consulted on (what happens in) the buildings, but that's as expected." (four schools K-6)

"Software cataloging."

"Didn't realize it was necessary to do so many things at once! Most libraries are understaffed." (public lib. staff member)

"How do you sell yourself to parents and teachers, that you are an asset? This is a brand-new school, still waiting for new equipment and books; before I came there were teacher aides and volunteers who just checked out books." (middle school)

"Administration, personnel, creation of budgets, planning and re-designing buildings, planning library services, dealing with the community, Civil Service rules, law, dealing with professional associations." (public library director)

"Always applied everything."

"Could make life easier by awareness of cataloging tools. Adult services were not covered anywhere." (public lib. staff member)

"Nothing I was not prepared for, but possibly the library science courses didn't do it-- maybe prior experience."

"Many little things. One of the biggest was: they suddenly decided to put all AV software from classrooms into the library. Previous librarians had not cataloged them. So the teachers were telling the librarian how to do it. It was a mixed-up mess, it's too much.-- You have to learn what things to do yourself." (high sch.)

"The fact of not being the director made it possible to get along and work out problems gradually. If I had been the director, I would have made many mistakes. Maybe take care of this in the internship." (public library)

"Reference work on the telephone."

"Clerical duties-- the nitty-gritty of ordering, etc.; handling parent volunteers."

"Preparing and writing reports; supervision and evaluation of staff, including interviews; library laws, funding, grants." (college)

"Discipline-- but that's really impossible to teach." (gr.6-8)

This ends the individual replies to "What problems have you encountered on the job, that you were NOT prepared for by the courses at GSC?" Note that there is an overlap with replies to questions on "areas covered, but not needed"; "areas NOT covered, that you now feel the need for"; "barriers to your professional/personal accomplishment"; "problems anticipated but not found"; and the item on goals. Summary and comment begin on the next page.

The leading problem faced by these librarians, without a doubt, that they were either not prepared for or were surprised by, is that of dealing with administrators who do not understand the library or the librarian, and their functions.

This point is made several times in this paper, and the reader may wonder if an injustice is being done to the administrators. Can it be that most of them really do understand the library, but the librarians don't realize it because of their own special concerns?

Here I think the evidence is fairly strong, if we assume the librarians are reporting specific situations accurately. I am convinced that the overall assessment by these librarians is correct: that while some administrators understand the use of the library as a vital part of the school program, and the librarian as a specialist whose skills are applicable to the entire program, the majority do not. There are too many occurrences like principals who will not allow the purchase of pre-processed books or the necessary supplies and equipment, not to mention time and staff, for processing, and those who schedule classes and irrelevant activities into the library in such a way as to show they think librarians stamp out books, period. You will find many other examples by reading through the past pages.

I mention school examples because there were few problems of this nature expressed by public librarians. Those who were not directors felt unanimously that their directors understood their problems and activities, whether or not the budget made it possible to do all the things they wished. Those who were directors rarely felt there was a real problem with the board of trustees. As a library trustee myself, I would guess the reason here is that (especially in the smaller communities typical of South Jersey) the boards are able to get to know the librarian's work well enough, over a period of years, to respond sympathetically to her expressed problems. After all, the board is able to concentrate on them, while a school principal has many other things on his mind, most or all of them more crucial to his own success with his superintendent.

A few of our graduates do very well in this area. Generalizing, they may be described as strong personalities who communicate their needs and problems effectively, and engineer the formation of support in other ways so as to pressure the administration-- for example, one is quite active in an active PTA; one is a longtime resident of the community who is deeply involved in local history and bicentennial planning; and so on. It is hard for a principal to ignore these librarians. The squeaking wheel philosophy still works. Is it possible to squeak so irritatingly as to be counter-productive? If any of our graduates did so, she did not report it to me--- and the replies I got were usually very frank.

Upon finding this pattern, even before completing the interviews, I wrote memos about it to the appropriate departments here at Glassboro-- those which train principals and other administrators. None have replied.

A very similar set of problems is reported in connection with the teachers. Too few of these are also viewed as understanding the library, or the librarian's job, or how the library can be of any help to the teacher. It seems accepted that if the teachers can be got into the library, using it actively, their students will do so too as a result. It has been said by some commentators that those engaged in the service professions too often fail to realize that many potential users of their services do not request them because they see it as demeaning- a loss of face- to ask someone else for help. The query, "Can I help you?" conveys to many people the idea that by accepting the offer, they are accepting the superiority of the person who helps. I will not debate the validity of this point here, but the reader should consider it.

No other points were mentioned frequently at all. In fact, very few were mentioned by more than one person. I will summarize below the other points:

Selection of periodicals, and subscription procedures; maintaining
a liberal/conservative balance among them.
Preparing book orders, dealing with jobbers.
Writing budgets and reports.
Dividing duties among staff-- professional, subprofessional, and
clerical-- job descriptions. Handling volunteers.

Dealing with salesmen; evaluating books at various levels in
their catalogs.
Planning floor space usage; design of shelving.
How to use AV equipment (mentioned by several).
Cataloging AV software
Managing a TV studio.
Practical cataloging. Filing cards in the catalog.

Student discipline. Managing student activities in the library.
Misc.school duties like lunchroom, playground, restroom
patrols.
Getting non-readers to read something-- anything.
Setting a general library policy: how much quiet, a style.
Teaching library skills (generally in elementary schools)

Working with contractors or handymen making repairs or basic
maintenance on the building (public libraries).
Interlibrary loan; reserve book systems.
Taking inventory and reporting on it.
Getting started in a new job, setting personal time priorities,
bringing order out of chaos.
Liaison between school and public libraries.
Arts and crafts, puppetry, storytelling.
Balancing and juggling so many different activities in one day.

Because these items were mentioned by so few people-- sometimes only one-- none can be considered valid criticisms of the program at Glassboro per se. However, certainly some of these areas are not covered presently and should be considered. Some could better be covered in an internship or field experience.

"Do you personally believe: (choose one)...

1. All GSC library students should take basically the same courses, with little or no variation, because librarianship is basically the same in all fields?	0	0%
2. All should take MOSTLY the same courses, but with room for a few electives based on personal interest?	14	19%
	2	3%
(in-between ans.):	12	16%
	2	3%
3. All should take MOSTLY the same courses, but with room for specialization areas?	37	49%
(between 3 and 4):	3	4%
4. There should be little or NO set of required courses for all, with each student choosing courses based on interest.	5	7%
	75	101%

"Definitely no!"
"No." (several)

"Because you probably can't see what you're getting into."
"I'd like #2 if SOME instead of MOST."
"Someone with lots of experience should be able to skip things."
"#2 if already employed; #3 if not."
"After all, your specialization is your interest."
"Both 2 and 2." (several)
"Either 2 or 3, by choice." (sev.)
"Much counselling needed-- I am much indebted to Mr.Boltz, who worked to set up a package that suited me well."
"I was allowed to specialize."
"I would like very much to specialize in medical/hospital."
"For those who really know what they want."
"There should be a core which everyone takes, introducing you to the entire area slightly, with each intro. by the teacher who teaches the full course; then go on to choose based on interest."
"Prefer #4 but you probably need to satisfy State requirements, so make it 3."
"#4 is too loose."
"How would the student know he is getting all he needs?"

Comments, on the right, are arranged roughly in order of matching the numbers at left: e.g., comments made while checking #2 are near the top; those made while checking #4 are at the bottom.

(see over)

Not all responses (comments) are included on page 25, which is a departure from the policy I have followed generally in this paper. However, in order to get everything on one sheet (and thus easier to grasp) I have omitted a few comments which essentially were the same as the ones included.

The three grouped lines of numbers and percentages between choices numbers two and three signify as follows: the first includes those who indicated they were closer to 2 than to 3; the next and largest those who chose both 2 and 3, or else said they were exactly in the middle; and the third line represents those who said they were nearer to 3 than to 2.

Clearly the consensus is around 3 and perhaps halfway to 2. To some extent this is because respondents sometimes saw little difference between 2 and 3. This is my fault, first, for not drawing the distinction more clearly, and second, for not making the scale of choices more inclusive of all possibilities.

No one at all wanted to return to the days when college (and other) students pursued a fixed curriculum. A few rejected it with an emphatic "No!" before indicating the item preferred. Those whose responsibility it is to draw up schedules and plan for faculty loads must regret this-- and wouldn't the college catalogs be thinner!

Here the omission in my scale becomes apparent. I should have provided a choice for a curriculum in which something between ALL and MOST of the courses are standard for all. Likewise, at the lower end, between MOST and NONE.

As a few of the students noted by their comments, it is already the informal practice of the department chairman to make up a highly individual curriculum for those who come to us with unusually good experience. This must always be a difficult and sensitive area, for few people will concede to knowing so little about a major area that the advisor is perceived as needing to specify everything. Not very many of the students seem to have been aware that a few of their classmates were skipping "required" courses, and it is possible that if they had, there would have been unnecessary wounded feelings. We are all in favor of flexibility-- for ourselves.

A very small number of student graduates said they really would prefer #4 (probably from their present viewpoints as people with experience) and several of these said it would probably be impossible due to State requirements-- and besides, that too many students would lack a basis for wise choices. I doubt the State requirements are really so rigid as to block this, if the individual courses were shown to contain required areas and were coordinated that way, but it is true that many of our students come to us with no library work experience at all. For these, any form of choice is meaningless.

"How do you feel the GSC library education program could better contribute to improving the image and status of the professional librarian?"

On some of the earlier visits, I omitted the initial "How" from the wording of the question, but this seemed to make no difference.

"Too often people have the old stereotype; they (GSC) must be doing a good job now because the image is changing; also the racial mix is changing."

"We have to be specialists to raise the field. The librarian creates the image of knowing all knowledge. Train the people well and teach them to keep up. Librarians must do things for people, don't just send them to the card catalog."

"It's OK right now. Maybe improve it a little; there's not that much you can do. ALA approval would help a lot: some librarians are snobbish about having degrees from ALA-accredited college..." (I was told by several Glassboro graduates that the most snobbish colleagues they had ever encountered had their degrees from Drexel, leading our graduates to assume there is something in the program at Drexel which cultivates this attitude.)

"I felt taking a final exam, multiple choice, was not graduate level. One course could have been more professional. There is so much to cover. The whole program was too easy intellectually, nothing to compare with my AB in ______. A lot of busy work but not stimulating."

"Publish salary scales."

"The image and status don't matter, as long as you care about doing a good job."

"Very difficult to teach how to act as a person; having a good attitude toward the circulation desk; a matter of dress." (this person referred, in the last phrase, to a library trainee who, she felt, had not learned how to bend down to the lower book shelves without having her skirt rise immodestly in the back.)

"ALA accreditation. The program is good but ALA won't recognize it, that's a sore spot. Rutgers looks down on us."

"People in the program were applying for ALA accreditation when I was there-- you need it-- it would definitely help our image."

"ALA accreditation! Also,it might help the graduates if Glassboro graduates could maintain their identity with the program through a club, association, alumni group-- a unifying factor-- have a room at the NJLA convention. It's a good, realistic, open, objective program."

"No."

"Don't see how. Except through the education program, the administrators should be brought to appreciate what librarians must do, the library's functions, its importance. You can't do a thing without good administrative attitude. They presently have strange, weird attitudes. They should get this through their education courses. I work with three principals; one feels libraries are a frill.- It should be an integral part of the reading program. Another principal is for it but only to the extent he can completely control it; no latitude for the librarian. The third principal treats me as a professional, gives me full freedom, so I give him full courtesy in return. In the junior high school (in this town) they are putting assigned study halls into the libraries, so there is no room in the library for those doing research. Both the junior and senior high principals are ex-coaches; they emphasize only athletics."

"ALA accreditation.- In the community, people understand that teachers need certain preparation, but many people don't know this about librarians-- that they have an advanced degree, etc. Can we inform the public about this? Interpret the profession?"

"The working staff in Savitz were not too pleasant to the library science students-- didn't help much in finding things-- and in answering questions. The Savitz (Glassboro State College Library) staff need to improve their image-- mainly the clerks and student aides. Also, sometimes the professionals, the women, were unpleasant. Our class said the librarians were more concerned with books than with the users. I had a hard time finding my way around-it was unclear." (finished here in 1972)

"A lot of administrators don't know what a librarian does, other than unpack books and put them on the shelf. One assistant principal suggested getting a student worker to catalog the books after school (when she complained about backlog). Somehow, we must explain to teachers and administrators. Also, they tend to feel the library should be packed full of "warm bodies", no matter what purpose..." (this person said as long as the principal saw the library was full of people, he took no interest in what they were doing)

"Hope they can keep going as now-- they try hard to cover it all-- encourage students to come back, stay in contact; keep appraising service, help with problems."

"GSC could have workshops-- as does NJLA, the Area Library, etc. Management, budgeting as examples. Updating services for graduates and others, one day or longer. Summer, odd times. Other colleges do this, such as Rutgers: intensive sessions."

"ALA accreditation. Vital to get this. It was discussed recently by our trustees, who were reluctant to hire a non-ALA person..."

"Improve the librarian's attitudes toward herself and her job, and the understanding of the teacher and administrator for what a librarian is and does. How to work and get the job across. Someone asked me if it took a degree to be a librarian-- did you actually teach before?"

"ALA accreditation-- the lack of it-- doesn't matter to my job now but it might in the future."

"ALA accreditation."

"In, for example, reference, cataloging and classification, where there is factual material to be covered, OK-- but you can't teach the personal relations side of it: make sure to force the students to do what they don't want to (work hard)-- stay out of the behavior side, just put the student out into the real situation-- don't even try to simulate it in class. Just teach the tangibles and then have them put it into practice."

"Well, if the people we contact are professionals, that rubs off on us-- the instructors-- and it was OK in that. Also, Mrs.Rohrbacher (consultant from the State Library) was very professional, helped me."

"What you did, sending a note to GSC people about getting a better understanding of the library, that kind of thing. People just don't understand. Whatever you can do to improve understanding..."

"I don't know."

(ditto)

"Educate the administrators. GSC does pretty well in most areas-- but you need to get the message through (to administrators). Most of the Library Education profs. are really dedicated."

"Doing a fine job now. We're well trained. I feel our people are better prepared to actually deal with the borrowers than those from other schools-- people from GSC are more friendly, willing to jump in and help-- graduates of other schools are more distant." (staff member of public library)

"I felt that in many classes, the teachers were not that professional, compared to Rutgers profs. Some courses were great, others poor. I did not respect the teacher (in the latter cases). Sometimes these were adjuncts. One woman had such poor English, you couldn't understand her at all, it was very aggravating, and she was a poor teacher. Some teachers don't work that hard, could give you more. I felt not enough was demanded of us, we slid through too easily; need to work hard. I feel Glassboro has a poor name in this area (including the teacher preparation) because of a reputation for letting people slip through. There were 2 to 4 courses that were too easy, or irrelevant." (Catholic high school)

"Possibly include more on working with people-- sort of PR-- how to handle them."

"Doubt whether any graduate school can have a substantial effect, the question of image and status is so complex."

"Could definitely influence image-- project it more-- it's not in the limelight like other Glassboro departments. Grow more, stimulate interest, offer more courses in non-print; has not kept up with the times in this."

"Being a GSC graduate doesn't carry prestige. I asked the State for help on evaluation of my card catalog a few years ago; their first question was, where did you go to library school? When I said Glassboro, they reacted: 'That explains it.' Then they were unrealistic, asked if I could hire extra people-- not helpful because impossible here. You might improve weak areas. this might build up the image. Get ALA accreditation."

"You do. The librarian who is well-prepared gives the job more status than otherwise."

"More actual practice- especially in cataloging. Not so theoretical; leave dedicated student to find things himself. Don't let classes out early to do homework."

"Take students to different libraries and participate in programs; have graduates help by talking to students."

"If there were a county library association-- perhaps coordinate through the department? The GLO group always meets in the daytime-- tell them to have some evening sessions. I felt the Hollybush sessions were excellent." ("GLO" refers to the Gloucester County Librarians Organization, which is actually mostly public librarians; there is now a newly-formed group for school librarians in this county which meets at 4 PM, after school hours for most school librarians. The "Hollybush" item refers to a series of informal get-togethers for practicing librarians of South Jersey, begun by the present author, held at Hollybush, and carried on by the director of the Library when the author had to drop out of it due to schedule conflict)

"Talk about PR on TV. Break the stereotype of someone who just sits there and checks books out all day. The school board (here) wanted to abolish my position; the principal convinced them to wait one year. I am trying to sell them on it. They (the school board) thought kids could run it-- check out their own books, etc." (K-8 school)

"I think Glassboro does an adequate job but like everything else knowledge is gained through experience."

"I don't think the library education program is considered favorably at Glassboro." (say it ain't so, Mark)

"After all, it's only one school out of many. Influence very small. There's too much emphasis anyway on status. Many people think teachers and librarians..." (did not wish to go on)

"Try to gain ALA accreditation: vital touchstone of success; ally with ALA to improve status-- improve teaching by having a permanent staff large enough to teach all courses."

"Perhaps by some public relations work. But I feel ultimately that the image must be changed by librarians themselves. The stereotyping unfortunately is not false. In all too many cases the librarians do do nothing but stamp out books, are grouchy and not inclined to aid those that need help. When librarians such as these change, so will the image." (I agree. When I was in one of the libraries visited, the librarian stayed fixed at her chair behind the desk, to sign out books, while children went to the shelves; a teacher who came in went to the shelves, sat down there with a couple of primary children, and talked to them about the books.)

"Give out MLS degrees."

"You're doing a good job already."

"Status of librarians has risen in recent years. I started courses 13-14 years ago; the attitude has already improved. The inclusion of media, too, has raised public esteem. Feel the public now respects education much more than 20 years ago."

"Don't know how you could- just put out good librarians. Librarians are not the old stereotype: well informed, not old ladies."

"Courses for future teachers and administrators-- this seems important-- they could help get teachers to use the library. Many administrators have no concept of what goes on in a library. One principal told me any high school pupil could come in and run the library" (this is a K-6 school) "One principal sent me a brochure on World Book and said he wasn't sure if I knew about such things!"

"Wish we could get more involved with the general public and the administrators. Would like to go back for refresher courses. So many new things coming along: helps for the librarian to be aware of microfiche, computers, even at the elementary level."

"Some New Jersey problems, for example Civil Service vs. faculty. The civil service people feel put-down. All should be in the same category and regarded as equals. They themselves see themselves as professionals regardless of what kind of pay scale they are in." (college; civil-service staff are generally secretarial and clerical)

"Make people aware of what a librarian actually does. Many people go through college without ever learning this-- even the people training to be administrators don't learn about libraries. In six years, I have never been observed, probably because they don't know what to look for."

"Turn out people who are good librarians. The image is still that of the fussy person who yells at people. Turn out people who are aware of the possibilities, what a library can do."

"It was changing when I was at Glassboro. It's already doing a great deal; the need for library work."

"I didn't know about Library Journal-- it's excellent-- the school brought it to my attention.-- Courses were not in exact sequence."

"No; think you've done a very good job already. ALA accreditation would be a big help."

"Library/Media people must do this themselves. Don't know what else Glassboro can do aside from this, except maybe to share and support (that effort)."

"Yes, it has to. A really good program. Glassboro is not widely known for library science but should be-- excellent."

"No, not through courses. Can educate the general public to a better understanding of libraries."

"Don't know how (but) it would be nice."

"Must be, but I have no basis for comparison."

"The public has a bad image, 'librarians are just shush people.' Only thing you can do is to turn out capable people and remind students to avoid the image."

"Things like this, visiting schools as you are. Stay in contact. Make surveys. If not personally in future, at least by mail. Inform us of what others are doing. Start a newsletter."

"Screening the entrants and checking along the way. The professional is able to make decisions, not just routines. Look for this kind of person, people who can continually think anew. Who can educate themselves-- present problems to them-- consider the community's problems."

"Teach them to stand on their own two feet and work together-- not be considered just a stepchild of the school-- stand up-- show teachers and administrators they can help."

"ALA accreditation. Vital to get this for South Jersey residents."

"Have graduate seminars, for example, to keep librarians involved and guided on achieving professional status, professional progress."

"Can't answer-- nothing negative comes to mind" (explained as meaning, nothing needing to be changed)

"Get rid of those who will not improve it..." (refers, as did others, to having a tighter screening for new students)

"No; doing a very good job now (at GSC)..."

"ALA accreditation. People tend to look down on non-ALA grads.- no real difference, the graduates agree, but the status would open up more job opportunities. Work closely with NJLA, have some of their workshops at Glassboro for our students, give more local opportunities."

"It would have to be something from above-- the profession as a whole-- change the image of fuddy-duddies."

"ALA accreditation- Drexel grads. look down their noses at us-- (it's well-known) public librarians tend to look down on school librarians-- you should teach both groups about the other."

The 75 persons made a total of 101 points, which I have tabulated. Many of the points could go into other categories just as well as the ones I have used, but since all are listed in their original language, any reader may re-tabulate if he wishes.

First, asked what Glassboro could do, or if Glassboro could do anything, 4 persons said "No" and 4 said they didn't know how Glassboro could. I have totalled these 8, perhaps unjustly, as "general apathetics."

Second, 2 people said the profession is already doing pretty well in this area (especially when you consider the past) and 10 said Glassboro is already doing a good job building image and status for its graduates, for a total of 12 (my label) "general positives." (also see an item below)*

The largest single category, without any form of grouping, was that we need ALA accreditation. Some 14 persons mentioned this. Their reasons were varied; some feel they need it in order to qualify for better positions, especially those outside the area where Glassboro is well-known; some felt they were looked down on, on the job, by graduates of other schools. Those who work with graduates of other schools feel there is no difference in their preparation.

Next, and the one mentioned most passionately, was the need to educate school administrators to better understand librarians and how the library works, given by 8 persons. Read the individual statements to see how strongly some of our graduates feel on this. When so many people feel a need this way, "where there's smoke there's fire." I have no doubt there are a number of school administrators ignorant and insensitive in this area. Now what does our department do about this?

(continued)

Next, we have 7 persons stating that any improvement in status and image must come primarily from the practicing librarians themselves, by doing a good job and thus impressing their public. Undoubtedly it would be difficult to build a better image for the profession if thev were doing a poor job, but if this were sufficient, we would already have a good image-- it requires more than good performance: the relevant public has to have it brought to their attention. (We cannot use the old farmer's method with the mule.)

*we now have a category related to the "general positive" one above, on the previous page: 5 people said it was enough for Glassboro to continue to train people well.

Six persons merely referred to the old stereotypes, without suggesting how to get rid of them. Perhaps they should be taken into consideration with the "general apathetics."

Another 6 persons said we should inform the public (in various ways) about the training and skills needed by librarians. This seemed more important to the respondents than information about library duties: they seemed to feel the public does not know a degree, indeed a graduate degree, is needed. I would argue with this; it might indeed be better to emphasize the difficulty of the duties.

A grouped category follows; 9 persons suggested closer relations with the graduates. Three want workshops and seminars; two want a club or an alumni association; and one each favor a newsletter to keep the graduates informed of each other, refresher courses, informal get-togethers to improve knowing each other, and having graduates return frequently to talk to current students. We already plan a newsletter (the author); we already have graduates return and talk to the seminar class.

4 want us to screen out students who are not superior and/or make the courses more difficult.

3 want us to educate teachers about libraries, somewhat as with the administrators noted above.

3 say it would help to continue surveys like this, studies, and re-appraisals of the program.

In the category of general College items are the following 6: 2 want us to offer more courses in newer areas (we're trying but the State has set limits); and one each for improving the attitude of the staff of the College library, maintaining contacts with really professional faculty, getting the College to hold the program in higher esteem, and awarding an MLS degree instead of a general MA.

(continued)

A category generally related to the curriculum finds six people suggesting the following. Two say opportunities for real job experience (before taking a regular job) would help; and two likewise favor the teaching of public relations, personal relations. One each want us to help librarians develop more self-respect; and to take students to other libraries often to get familiar with them.

A more external category, finally, includes 4 persons, one each in the following: encourage and support local library associations; work closely with NJLA; help resolve status problems for professionals and nonprofessionals in same library; and publish salary scales.

Obviously this question brought out a great deal more than we might expect by the literal phrasing. A bit of editing and interpretation are needed to profit by the replies, but I think the above summary will serve the reader in that regard. There are some excellent specific ideas.

* * * * * * * * * *

"Should Glassboro teach students the actual practices found on the job in this area, or should the college teach ideal principles? Why?"

On some questionnaires, this question was a bit longer; it included "Should the GSC library courses be revised periodically to match the actual job practices found? Or should the college teach the ideal and hope this will modify the job practices?" In either case, somewhat the same kinds of responses were obtained, so it seemed to make no difference.

This was an opportunity to probe the graduates' tendencies to drift into either extreme position: possibly that of feeling that what one now does on the job is "the best of all possible worlds" and that therefore Glassboro should teach whatever is the prevailing job practice found; or that actual job duties and practices are so "non-ideal" that instruction should take no account of them, which would lead to our graduates being unable to hold a job once they left.

Pleasantly, I found that most respondents had already worked out in their own minds a reasonable compromise between the ivory tower and too-ready acceptance of the status quo. The predominant response was "teach both the ideal (so people will have a goal to aim at) and the actual (so they can do the job)." On the following pages are the responses, in detail, with my summary at the end.

"Teach a combination- teach what an ideal situation is, but make sure to tell them the reality. What standards to use in setting it up- but keep in touch with reality."

"Actual practices are important- because it's a shock to go to work and face reality. It's the same in teaching: they teach the ideal and teachers (new ones) don't realize reality- you must be close to actual practice. Then consider ideals as a goal."

"Combination of the two- your project is a move in that direction. Must have theory but combine it with practical experience. I can't imagine going to library school without experience- must have it."

"Cover the ideal, basically, but then give actual examples. You need actual experience in a library- an apprenticeship. (for example) I am now on call 24 hours a day: they call me up with complaints about overdue fines, etc." (public lib. director)

"Describe the ideal, teach how to work backward from objectives. Students don't need to know existing practices: they are bureaucratic. Systems are affected by the building; think in terms of objectives."

"Practices differ so; you can't teach them all." (seemed to favor teaching a generalization of practice)

"Use more material, expect more of the student, require them to attend meetings, they would learn what the world is really like. Of course they should also learn the ideal in order to have aims."

"Teach actual practices. Give you ideals to aim for, but they must be prepared for actual situations. I know Rutgers grads. who didn't know what to do on the job." (high school)

"Teach actual job practices. The theory and a real job are two different things. Though you do need both, you do need to know what to aim for."

"I prefer the latter: teach what should be- come out of Glassboro with a goal, an objective to aim at. But be sure they know it's not the way things are now. Be aware of reality and higher goals."

"Combination: people have to be prepared for the real job situation, that's helpful and important. But also teach the ideal, something to work for."

"It's a happy medium of both right now. I received much practical (information) but also necessary ideals. The only lack was things like, how to remove the rod from catalog drawers-- you pick this up on the job quickly."

"On one hand, and on the other" (gesturing) "Librarianship is a practice, a trade. Revise the actual practices like cataloging techniques, automation, etc. Don't forget to give courses that instill the ideal, you need both. You can learn the techniques on the job, but ideals only in courses."

"Teach the actual, absolutely. You never find an ideal situation on the job; it won't be all roses."

"Teach the actual job practices and problems; the present textbooks are too idealistic. They omit real discipline problems, uninterested students."

"Combination- the actual practices are not always the best, but you must know what they are. Study where they are beneficial and where they are not. Attempt to work with ideals."

"Has to be a balance. Be practical, have a knowledge of practice, have something like the 1974 intersession."

"Teach some of the ideal- but have a balance. Make sure you know the real, keep up with real changes in the field. The field is changing so rapidly. There were no media in the library when I started."

"You have to teach the ideal, but get across to them that they will not find this in practice. Very difficult for a part-time student to go on field trips to libraries, but I feel it is important to see and participate in real library work during the courses. (for example) I got excellent services from the county library until the township went municipal and separated from it. Feel the school library association (in this county) is excellent (as a means for keeping up in practices). When they schedule in-service here, they don't schedule the librarians together, which they should; they're broken up." (this middle school librarian indicated it would be very valuable for all the school librarians of a district to take formal programs like in-service together, and thus reinforce each other in developing better services, closer to ideals)

"Both- should have on the job training (like practice teaching)- in the college classroom, cover both the ideal and actual practices. Feel my profs. did encourage a lot of exchange by the students in the class, which was very valuable; those already working in libraries had much practical experience to contribute."

"Mention both."

"Maybe go out frequently to see how each unit is applied in practice; or on a personal discussion basis."

"Not solely ideal practices, nor solely actual. The basis should be the ideal, with comments on actual practices. Mr.Boltz often discussed his experiences, you learn a lot that way."

"Probably both- preferably emphasize the practical. Teach them to meet the needs of their students. You need some theory but it must be applicable, have them learn how to apply it."

"Actual. Well, really both, because you must know what to aim for. Having been around libraries so long, I really knew what went on in them and feel Glassboro did teach both."

"Actual, I guess. I'm a realist."

"Both are necessary. One is no good without the other. If it is to be a profession, one must have an ideal to aim at."

"It would be hard to teach the ideal. Actual practice changes so much. Tell the ideal but don't ignore the actual practice. Because that really meets the needs."

"Teach a combination. You need to know the ideal, but also the real ways in the field."

"Both- emphasize the practical."

"The library world is changing so rapidly now, a part of the education world. It requires continuous revision. Keep in touch with the evolving realities and teach the latest. Of course, professors must keep up with the newest concepts, and I feel the Glassboro profs. do. Of course, this interview is itself a part of the improvement."

"Teach both. Ideals are fine but very frustrating. The first year you have the best way and ideals. You run into real problems and are forced back to basics; the first contact throws you for a loop. People are often not realistic."

"Both. Ideals must be instilled, especially in the younger students, but practical courses, too, are needed."

"Both, because the ideal principles can help you apply the actual, but without the actual, you can't work."

"Yes, match actual job practices. See if they are meeting the needs. But yet you need ideals and leadership, so you can educate the people involved, and raise their sights."

"I could easily apply all the items I learned to job practice. We were given what we needed, no matter what kind of library. The practical was emphasized; you should add a work-study program."

"Teach the ideal- then when you get on the job it's a rude awakening! and you try to improve it. Learn the best procedures." (added) "Yes, learn both."

"Teach the ideal and continually have real experience so the person can see how these vary-- because no two schools are the same."

"Get down to actual problems- by all means- no idealistic things. Teach what we are really going to cope with!"

"Actual practices would be better, for one gets more understanding of the needs in this manner."

"Teach the actual job practices- you never find the ideal- there are always problems. The philosophy is for general..."

"Both are necessary."

"Teach the ideal- but point out the actual, because you must know the real."

"keep current and aware- but teach the ideal, too. Don't sink to accepting usual practices automatically."

"To teach all the peculiarities of every system would be an impossibility. Any extreme is not particularly good so I think the principles could be taught along with as many general practices as possible."

"Both- to be able to cope with real situations and to have something to strive for."

"Actual practices- do some observing- go into libraries- both school and public. Observe real situations. Undergraduate program not too good (in this area)- should split with student teaching- should be much more hands-on experience."

"Revise the courses to keep up with rapidly-changing field, but do not sacrifice ideals and standards to do it. Education often does that. Teachers are now leaving the field because they feel standards are being lowered. Post-sputnik went too far with the push to advancement- but it's too permissive now."

"Teach the actual- definitely. You can always theorize after you're on the job." (note that an earlier graduate said exactly the reverse)

"Somewhere, the student should set his sights. But also he needs some forewarning of real situations."

"I like experience but you have to get the basics- the understanding. Experience is the best teacher but you need to start with the principles."

"Actual."

"Should be very aware of what is going on, without neglecting the ideal, as this is the only way to eventually improve the job practices."

"Teach the actual. You might say 'this is the ideal' but then make sure they know what really exists, so there is no shock (when they start work)."

"You can't revise too much to specific jobs, they differ too much." (described the experiences of her roommate) - people's situations differ so. You wouldn't be able to help everyone. The courses have to apply to school and public and others, therefore you must to some extent be theoretical. Maybe have more than one course: one to discuss real job situations. The program should require some period of working in a library, it's a necessity-- either have experience or do a field experience."

"Some blend- you must follow school policies (on the job). Need to be realistic. Like PTA libraries: there's a problem taking them over and enforcing the right procedures; you need the ideal to shoot for. Standardization- and then differences naturally evolve, like checking subject headings in the catalog." (refers to the fairly common situation where a PTA has started the library in a school and operated it long enough for a group of mothers to become possessive about it, often with policies that are not sound professionally; the first professional hired to take charge, usually with the same mothers as aides, is in some difficulty when she tries to change their library.)

"Both."

"Teach actual situations- also the principles- it's one thing to have beautiful theories (but)...."

"Recognize both- you need to avoid limiting yourself."

"Prefer actual practices- keep modifying the courses based on jobs- prepare for specific jobs. Should be realistic." (this person was fairly clear that our program should prepare each student for one specific job in which the person is interested.)

"Teach the actual, definitely."

"Job practices differ so much- so you really have to start out with something close to the ideal. Take realities into account, such as the open library clichés. You must learn the ideal and still know reality."

"The practical should weigh more heavily- I don't know how much."

"Teach the ideal- you should, I suppose." (then added) "Sometimes realistic limitations like budgets, etc., force adaptation- teach them to recognize this."

"If possible to combine, have both. Every situation is unique."

"Somewhere in between. For example, cataloging: you must know actual practice, how problems are solved. Networks and things they must know for the future- goals and trends- necessary bases for theory."

"Actual, for the reasons stated." (this person, throughout the interview, emphasized the multiplicity of real problems on the job)

"You can't really teach without modifying to match practice-- you do it constantly- good to have people who have been out in actual situations."

"You have a responsibility to teach the ideal but make the students aware of the practical side-- the real world- its problems- what they can do to cope with problems, how to change non-ideal practices."

"Actual- why not? Nothing is ever ideal. You go into it because you like it, though there are some things you won't like. You must know the real problems to cope better."

"Think in terms of trends in the profession- teach the ideal- the proper theory- the accepted ways- also the fact that they may have to modify these to fit local situations, and that (such) modifications are OK-- to do this."

"Both. Librarians should be aware of ideal principles, but should also know about the actual practices found on many jobs, so they may prepare to deal with these practices."

"Both; definitely must have the big picture, ideals, goals-- but also the real basic skills."

"(GSC) does a good job now- teach the theory and emphasize that actual job practices will vary. You can't teach any one actual practice, as they are so different."

"Job practices, on the job."

"Teach the ideal but don't hope it will modify real practices. Make students aware of reality. You should have the ideal but also learn to work with what you have. Actual working conditions are a shock sometimes."

(end of graduate comments)

I have classified each of the foregoing graduate responses in one of the following five categories, and present the tabulation with the warning that the classification is somewhat subjective. Each response is individual and varied, and it is somewhat misleading to simplify into a 5-point scale. However. it does seem to be at least interesting and possibly useful, so:

Teach the ideal	1%
Teach both (but tending more toward the ideal)	15%
Teach both (apparently no leaning)	41%
Teach both (but tending more toward the actual)	24%
Teach actual practices	19%

This would indicate that while there is a strong tendency toward the center, of balancing both the ideal and actual practices, the leaning is toward the practical. We can have more confidence in the validity of this because it is confirmed by other sections of this paper. Our graduates repeatedly express a deep concern for being able to do the job, to handle the daily routines, to cope with the daily problems. Frequently their expressions of the need for knowledge not directly related to immediate job performance are interpreted easily as afterthoughts, or as concessions to what they feel are accepted attitudes toward the profession.

It is the responsibility of the library education faculty to resist this pressure-- one usually hears of professors who become lost in the ivory tower, too far removed from reality. We, on the contrary, are so close to our students and graduates after they are on the job that we are probably in more danger of bending toward the other extreme.

Graduate comments are summarized as speaking very often of the need for students to "face reality," "realize it will be a shock," and so on: each job is quite different from the others and different from classroom principles, though most of them have said the Glassboro education was the most practical they ever had. Most recommend some kind of a field experience or internship for those without experience. Most see the perfect combination as a graduate who knows the ideals and general principles, using these as goals, and yet understands how to adapt to the job realities which will often prevent full use of the principles.

"Do you personally prefer courses where the emphasis is on textbook and lecture, or on class discussions and projects?"

On some questionnaires, the wording of this question differed slightly. The question "Why?" was added in some cases. This seemed to make no difference in the responses.

I will immediately agree with the reader who points out that we have here a false dichotomy: there is no reason why a course cannot consist of textbook and discussion, or lecture and projects, and so on. However, I chose these two, given above, as the alternatives because they are perceived by many students as the extremes of (respectively) the old and the new, or of conservative teaching and the liberal, and so on. I have found such reactions frequently on the anonymous course evaluations turned in by my students after each semester. Presenting the extremes should be a method for arousing the respondents' interest in the question.

You should be aware of my own bias here. I am strongly opposed to lecturing and do as little of it as possible. Frequently I do not have an assigned textbook. My preferred method is to induce students to use the finding tools of the college library to retrieve materials relevant to our subject, upon which we have a series of intensive class discussions on these materials. In addition there is generally a project, involving a written report, compiled by the students either individually or in groups. I am thus out on one of the extremes presented above.

"Depends on the course. Sometimes there is material that must be covered by textbook and lecture; but even then we should have some discussions and projects. Move on more into the latter after the student has learned."

"Depends on the course. For example, cataloging, it has to be lecture and text, the actual doing. My worst course was all lecture"(literature of science, an instructor not from the dept.) "You can't go to discussion and projects because there's nothing for the prof to do! Projects: depends heavily on the other students."

"This was discussed (in classes)- are students doing the work? When discussions and projects are geared to the topic, and the text is practical, then they can be excellent. You can get more from good discussions and projects. Lecture is OK but not 50 minutes straight. You need to get involved- some student action."

"Both- they supplement each other. Prefer discussions and projects more, though textbooks are useful to refer to later."

"Not too many projects- there's so much to learn, I'm not up to a project yet. Discussions are OK, not projects."

"Some of each- a variety-- it depends on the courses."

"Discussions and projects are fine if the students know what they're talking about. Projects for individuals: (it's fine to) share by making copies of reports, but don't waste class time on those who don't have experience. The instructor should control." (this person refers, in the second sentence, to my practice of having students make sufficient copies of their reports to distribute to the class.)

"At the graduate level, I love discussions. Thoroughly enjoyed graduate school- being treated as an individual. Beginning persons need a textbook; advanced people, no. Graduate students- don't use projects as busywork- make sure the student knows about the requirements- have it serve a real purpose- not just for practice."

"Discussions and projects. Textbook learning turns me off, even as a teacher. Text is necessary but so much is gained through discussions and projects."

"Textbook and lecture preferred. The instructor can present facts, concepts more quickly, more organized way than through discussion. Projects and discussion can go with this, but you need a hard core."

"Discussions and projects a little more- you need both."

"Discussions and projects personally. I like textbook and lecture, which might be best for abstract things, but on practical things discussions and projects are best. The best learning is from the concrete to the abstract."

"Depends on the teacher. Whether he can deliver a good lecture. Also depends on the topic. For example, History of books and libraries should be mainly lecture. Others are better through projects- class discussions are good for those who are articulate. Projects are very good depending on teacher and subject- also on the class being willing to work."

"Discussions and projects. You need some lecture- this is actually how most courses were. Sometimes I wanted the prof. to tell me more from his own experience; you need to balance the two."

"Discussions help share knowledge. Need a text to refer to. But discussions and projects best as a basis for actual classroom work. Have the text to read at home for reference. A little lecture to get what the prof. knows."

"Discussions and projects, but not to disregard the textbook. Its organization is needed. Have some lecture. Discussions are the best part."

"Depends on the subject." (Q) "Media courses should be practical, projects, discussions. Most of my courses did involve a paper of some kind. They were a mixture. History of Books and Libraries was terrible!"

"Depends on the course. I enjoy a lecture by a knowledgeable, interesting person. Sometimes the projects gave me some excellent ideas."

"Discussions and projects. Depends on the course, but I prefer them in most cases."

"Discussions and projects."

"Depends on the course- some are better one way. Discussions and projects sometimes more interesting, though I don't really mind textbook and lecture. Audiovisual, for example, needs projects and discussion. History of books and libraries would be textbook and lecture, sometimes a project."

"Textbook and lecture where possible, such as the administration courses. In some areas, textbooks may not be good or sufficient- e.g., dealing with superiors. Some courses lend themselves better to lecture."

"Definitely discussions and projects."

"Some of both- you need some textbook and lecture, if it's a good lecture, not just reading old notes. You want to know what the prof. knows. Class discussions can wander. Projects are too often digressions."

"Discussions and projects. It's more meaningful when you actually participate. Projects have been mainly the thing I learned most from- things I did myself."

"Class discussions and student projects. I feel I learn more if I am personally involved."

"Depends on subject. I don't like classes taught by the students- use whatever is best for the topic. Personally I don't like the students doing the teaching."

"Depends on the course- e.g., History, a text is helpful. In general, I prefer discussion and projects because it's less theoretical, more practical, you learn a lot about real problems."

"50-50, each has its place. However, the student can sleep through textbook & lecture. I enjoy discussions. Projects can be dull. A mixture is best."

"Combination- not too keen on group projects, they're not that worthwhile. You don't get the chance to work on the whole thing. And it's difficult to meet other people" (refers to schedules and home locations being different) "so I prefer individual projects."

"Discussions and projects."

"Depends on the subject. For example, in History of Books and Libraries, I enjoyed textbook and lecture; got a wealth of material in the book and from the prof. But when we were on elementary and secondary book selection, discussions and projects were best. You get varied viewpoints, varied ideas. Also, some texts are not up to date. E.g., in cataloging & classification, the text had many inaccuracies. You need discussion and practice."

"I feel the professor should have more expertise and offer guidance." (this person indicated she meant to prefer the textbook and lecture alternative)

"A preference is very difficult. Discussions based on text are OK. I read the text at home. I can't see any real separation, you need both."

"Feel I learn more from the textbook and lecture- too much time was wasted with projects, etc."

"Discussions and projects- you learn more, enjoy it more, get more out of it, it's easier to ask questions, it's better. Get to know people and projects better; this is especially good in library service, where you need to deal with people."

"Textbook and lecture preferred. I had some courses where it was just vague discussion. I didn't learn too much. I want to get down to real facts."

"Discussion and projects- wouldn't everyone? Felt I gained much. The instructor must guide it and keep it relevant, so you get the best of both."

"Theoretically, the text alone is sufficient. The prof should add to it from his own experience. I would prefer the prof to go over briefly the areas where students do projects" (then added) "do away with projects."

"Variety is the spice of life, they say."

"I prefer textbook to projects- it's easier to read the subject than to adjust to group projects. But projects are sometimes good."

"Textbook and lecture- I go to learn, not to listen to other people in class that usually don't know what they are talking about."

"Discussions are valuable- projects can be, but often go far afield; need strict controls. Textbook and lecture are necessary too."

"I prefer discussion and projects, but a certain amount of reading or lecture is needed. Cannot discuss without having a basis."

"Textbook and lecture, since the professor knows much more than I do. Discussions at times tend to go off on tangents. Student projects could be included along with lecture."

"Depends on how many students have practical experience. I would hate to be in a group with only class discussion if nobody had any experience to talk about."

"A happy medium. Some courses were all discussion and projects. The prof had nothing to contribute. It disappointed me. I went back (to college) to improve my job. The prof. sometimes stands in the corner and just listens. I expect input from them."

"The texts we had were dry, terrible; I saw few that helped. Children's literature was OK. Lectures are OK." (then thought a while and said:) "Discussions and projects are most valuable; you need both."

"Discussion and projects- though there is a place for lectures. At the beginning, you need to get started. You learn so much more from projects than lectures."

"Textbook and lecture- when I pay for a course, I want someone out front who knows more than I do."

"For myself, being a little bashful, I dislike presenting projects, but I do get excited about doing them. But I like lectures too-- I'm not hard to please!" (this person explained she likes to work on projects, but not to stand up before the class and talk about them)

"Prefer the textbook- it gives you a framework- I enjoy class discussion except the people already working as librarians, getting credits- the discussion got out of hand, dealing with personal problems on the job. Class projects were excellent, good variety, I gained a lot." (generally, respondents said they liked class discussions when the discussants were people already experienced in the field, as then they learned much about real job problems and solutions, and that they disliked it when non-experienced people were involved. This person is the only exception to that I have found; she felt that the experienced librarians got too detailed and too involved in their own local situations.)

"Lecture and discussion- begin courses with lecture to give everyone a basis, then go into discussions."

"Discussions and projects- but there has to be certain knowledge laid down beforehand, to precede discussion, especially in the longer classes (those running 2 to 3 hours). Too often the class gets off on a track and you miss the basics. The prof. needs to fill these with lectures."

"It all depends- professors do what they're best at. Some discussion and projects are really good, some not. Discussions are preferred- they can be very fruitful- especially the Thompson course in Public Libraries, where he covered real problems. Especially on the graduate level, because the people have more background."

"Both- a combination. Textbook and lecture if there's enough latitude; certainly discussions and projects."

"Both- a balance- to have a diversion, not entirely one or the other. You get tired of projects and discussion after a while. After all, the prof's lectures and texts would be very helpful. I prefer textbook and lecture, first, with some discussion and projects thrown in."

"I like all types- don't restrict them- all types should be in each course. Good teaching practice- mix it up. The instructor in History of Books & Libraries just read his notes- very few visuals were used in the courses- slides, projections. Why not use these right in the classes? We'd learn more."

"Depends on the course- for example, the administration course needs lectures in order to cover so much."

"A combination. But usually it's one or the other- I prefer textbook and lecture with some variety- guest speakers, a panel, etc.-- don't have all projects and panels."

"I like a variety- it depends on the course- have no preference."

"Textbook and lecture preferred- Glassboro seems so project-oriented, I wasn't used to it. They're so strong on this- on "do it yourself"- I want expertise from the experts. It struck me from the beginning, should be more lecture."

"I like both- want a balance, a mix- do not choose. It depends on the course: some teachers are not capable or suited to one or the other. Thompson, for example, knew when to depart from the text."

"I like all- a little bit of each- some projects, such as with groups, do not go well because we don't live near each other- sometimes travel is a problem- individual projects are better. A group is OK if these problems are allowed for. Sometimes projects are expensive to reproduce." (may be referring to my custom of asking for copies for each student)

"I like real-life projects in groups. Need both: depends upon the material- I can like both depending- have a mixture in the same course- I like to have a good text."

"A balance- could use less textbook and lecture, more guest speakers. *But* not all to "show and tell" by the students."

"I prefer basic meat courses- the textbook is irrelevant- you should be compelled to review the literature and materials- work hard- review books. Discussions can come after the assignments. Projects: sometimes."

"Discussions and projects wherever possible- I assume students do some reading and research before discussion- there is a place for textbook and lecture, but not strictly so- mix in projects, etc."

"Textbook and lecture gets dull- your mind drifts- need more participation. You get a better overview that way."

"Textbook and lecture- I'm not much on class discussions. I don't want to waste time listening to people who don't know the topic. Projects are OK if related- must base discussions on real meat." (the third entry on this page also refers to 'meat' which was an intriguing coincidence. I checked and find these two persons graduated 4 years apart and work in quite different areas, though both are in public libraries.)

"A little of both- if there are so many projects and no lecture, the theories behind the projects may become lost. If there is only lecturing and textbooks, we may fail to see its applicability."

"Both- I enjoyed both, but sometimes didn't like both: depends on the subject. Discussions are always enjoyable and useful *on the graduate level* where most of the students are already in the field, have useful experience."

"Depends on the course content, but I generally prefer projects and discussions. To some extent, you need a mixture in each course. Cataloging courses, for example, must emphasize the text. In the literature courses, you need to have projects."

"Both; it depends on the course. Some are better each way."

"Divide it; depends on the course. The seminar obviously requires discussion and projects. But you need textbook and lecture because the prof. knows more than we do. I *resent* a course where the students do all the work."

This concludes the graduates' comments on the topic. My own summary and comments follow on the next page.

I have classified these 75 responses on a 5-point scale, and presented the distribution below. The basis is quite subjective, and as noted before I have a personal bias, so the reader may wish to repeat this process himself.

Textbook and lecture (strongly):	11%
Textbook and lecture (leaning to):	17%
Neutral; both; equal:	29%
Discussion & projects (leaning):	31%
Discussion & projects (strongly):	12%
	100%

The predominant response is undoubtedly that the person prefers a combination of techniques. In some cases the reason given is explicitly that a variety of methods eases boredom in the classroom. This is not an unworthy motive. Very probably one strong reason for my own bias toward discussions and projects is the fact that my own college education- both graduate and undergraduate- was almost entirely textbook and lecture, which bored me to the point where I actually composed poetry while sitting in the back row, some of which was published. Few of us are completely neutral in this area-- we all have experiences and convictions about which techniques are 'best.'

The respective strengths and weaknesses of the extremes are pretty well summarized by our graduates; there is little for me to do but repeat the high points here. Textbook and lecture can be dull and rigid except in the hands of good lecturers-- and our graduates appear to think few college professors are good lecturers. They encourage the unfaced assumption that all the important knowledge is in the text or in the notes; they tend to prevent the student from reading more widely. On the other hand, discussions and projects can stray far afield; if the students are not well-prepared in the subject, their talk and projects can be filled with little substance. Over-use of this technique can lead to the students feeling resentful that the professor seems not to be earning his salary-- he seems to be merely supervising them as they work.

The best use of textbook and lecture can provide a firm base for intelligent discussion and research; the best use of discussions and projects can mean rapid-fire stimulation of a class as its members explore the subject together, including the professor. I will resolve to be a moderate hereafter. Our graduates have here given us a very wise consensus.

"How should the GSC library education emphasis be divided between general principles or philosophy, and practical details of running a library?"

In some of the interviews, this question was phrased: "About what proportion of the program do you believe should be devoted to general principles, and what proportion to practical details of running a library?" In both cases, respondents tended to try to give a numerical or proportional answer, which had not been my original intention. A more general reply was looked for, and in fact the responses in this section to some extent duplicate other parts of this report. They are included partly for the sake of completeness; partly as reinforcement of the sentiments expressed elsewhere; and partly because there is enough new material here to be worth reading, when the reader is seriously and deeply interested in this subject, which I trust is so.

"Must provide a basic background- in selection, etc. Have the philosophy, but also practice. Much of the practice could be covered in the work experience." (indicated that the classwork could then be mainly general)

"75% practical, 25% principles."

"More toward the practical side- involve the general principles- lean toward the actual doing of the job. I feel Glassboro is that way now."

"The majority should be general- they should be superimposed, combined."

"Principles and philosophy are 'snuck in' as part of the practical. Split the administration course into two semesters; have one as practical work, such as how to train staff. Someone must know how to do the clerical work, to train others."

"Hard to say. I had to spend X hours in the library of a lab. school before student teaching; it was very practical. Storytelling (etc.). You should stress the practical, especially the budget, how to justify it. That's necessary. Before being an administrator, you have to learn these things."

"Lean toward the practical. I recall many things needing this. Don't leave out the theory. This is how it actually was."

"More on the practical, basic details, so one can hold a job upon graduation. Cataloging, circulation, etc. Don't have less philosophy than now- but spend more time on (for example) the reference function, day to day; the realities of a college reference room, dealing with faculty, scheduling, instructor needs.

"A mix- a little heavier on the practical."

"The practical- we aren't that involved- necessary but not lengthy- vital to get real practice. Maybe 50-50. You must have practical knowledge to fall back on when you go on the job. An oral description of routines can sound complex, but practice shows it is simple."

"About 1/4 general, 3/4 practical. So much is needed."

"Very strong on the practical-- as it was for me (in the courses). You do have to go into a job and know what to do."

"A combination- you need overall philosophy but also practical details. Somewhere in the middle."

"Put the weight on principles and philosophy, because in college is the only place you will ever get that. You can always pick up practice, but you have to have a background in the general aspects." (as this is a minority opinion, I will indicate the respondent is a public library director)

"25% general, 75% practical. The general principles are required but... Make it heavy on the practical, what you actually have to do, the nitty-gritty. For example, reference."

"Much heavier on the practical- at least 75%."

"The practical is more important- at least 50-50, more like 60-40."

"30% general, 70% practical."

"Lean heavily on the practical side."

"They're not opposites. The practical can be general. You can't separate them." (this person, in her first job, was given four elementary schools, sink or swim. It may be thought surprising that she has found time to think about the profession. Perhaps the pressure has forced something which might develop slower in a less demanding position.)

"Heavily practical."

"50-50."

"1/3 on general principles, 2/3 on practical."

"At least 75% theory- that's why I would require one year of practice before entering library school. If that's not done, then make the courses 50-50. But the year of preparation is vital."

"Practical details- that's what they need. Talking to other students helps. Fortunately, we do get it."

"About 2/3 principles, 1/3 practical. They say you're just getting technicians, but necessary."

"1/3 general, 2/3 practical."

"Pretty well evenly divided when I was there, which is OK."

"50-50. It depends on how the courses are structured."

"Half each."

"50-50."

"It's now very practical. Feel you should go into both areas. Ideals and principles are vital to supply leadership, improve the schools."

"The practical side. We did have some generalities; that was OK. Continue to lean toward the practical."

"Go into both, but more toward the practical side."

"Maybe 25% ideal and 75% practical. No less than 50-50."

"From my own background, prefer 3/4 practical (including book selection) and 1/4 general."

"Difficult to ascertain- perhaps 12 hours to general principles."

"Put 1/4 on principles, 3/4 on the practical side."

"1/4 principles, 3/4 practical."

"1/3 principles, 2/3 practical. That has to be the heaviest."

"Should be divided 50-50. The practical needs more- I got too much philosophy."

"60% general, 40% practical."

"1/4 to general principles, 3/4 to running a library and "how-to" courses."

"Does the practical include visits?" (yes) "then 50-50."

"You need both. Some students have complained they were getting nothing in the course, but I was. It's not always what the prof present; sometimes how he guides and stimulates the students, especially if they are already in librarianship. For example, in one of my courses, there was a very good discussion by people in the Reading field."

"I don't know how you'd teach philosophy. 75% practical, 25% philosophy."

"Mostly on the practical- 70-30."

"Prefer greater emphasis on the practical."

"You have to know general principles/philosophy before you can go into the practical details. 50-50."

"More on the practical- less on theory- say 60-40."

"I didn't get enough principles. It was very practical, yes. Of course you need that."

"half and half."

" (same) "

"Heavy toward the practical- maybe 75 to 25. One of the great lacks was, I had no feeling there was a philosophy behind being a librarian. No romance was injected into it (I feel it could have been, in the History of Libraries course). Glamor, depth, interest- you're always so caught up in drudgery and nit-picking- detail, detail. You're never caught up in what is so great about librarianship. That ties in with the image- we must not forget the human aspect- librarians are not generally dynamic people- get more glamor into it." (this person is librarian of a vocational high school)

"Should have principles and philosophy for all, but emphasize practical details- leave the exact division up to each person through electives." (this person assumes each course would be mainly one way or the other, which is not the case)

"Emphasis on the practical (2/3). But don't ignore general principles."

"A lot of practical detail- say 50-50. Or, leaning toward the practical, make it 60-40. Principles are interesting but they don't do the job for you- you need the ideal in order to know how to change."

"The practical should weigh more heavily- I don't know how much."

"Hard to answer. Emphasize both." (Which way do you lean?) "I lean toward the practical, but don't leave out the principles and philosophy."

"Heavier toward the basic general principles- that can be applied in many kinds of situations."

"Balance it- need both- need as much as you can get, on researching and studies of books."

"Mainly practical. Maybe just one course in administration, theory, etc. Have almost all actual practice- use of the reviewing media, reference tools..."

"Both important- 50-50."

"You certainly need a lot of generalities, because no two situations are the same, so you can learn the specifics by doing. Have some practical details."

"Philosophy makes the mechanics work- you cannot even catalog without a philosophy."

"3/4 to practical details."

"The practical need not take up a lot of time, but it's necessary. The theoretical is more important, but not sufficient."

"It was a good balance when I was in the program- you don't want to get down to too much local detail."

"About 50-50." (then paused to think again) "Maybe 1/3 general, 2/3 practical."

"Philosophy is great but it doesn't work on the job. You do need it but you need much more time spent on the practical."

I have again tabulated the responses after classifying each one as to the proportions expressed. Again, the subjectivity is evident; many respondents used non-quantifiable phrases or gave an apparently precise answer and then fuzzed it up.

The fact that the concepts do not mean the same thing to all graduates is a complication; principles mean the same as philosophy to some, but not to others; to some, the very word "principles" (or, worse, philosophy) denotes far-out ethereal useless speculation and wandering. In spite of the variety of understandings, I feel this question opens an additional window on the attitudes of our graduates.

The table on the next page shows a consensus gathered around slightly to the practical side of center. Precision is not only useless; it would be misleading; but I estimate the median is at about 60% practical and 40% principles. One out of six would prefer more principles/philosophy than practical details, at one extreme; and about half that many, at the other extreme, would desire little or no principles or philosophy. About three-quarters are in the consensus area ranging from 50-50 to 75% practical/25% principles. The overall attitude expressed is in line with that on other and similar questions.

Response	Number of resp.	Percentage of total responses
ALL principles or philosophy	0	0%
very strong on principles*	2	3
75% principles	7	10
lean toward principles	3	4
50-50	17	24
lean toward practical details	15	21
75% practical details	20	29
very strong on practical details*	5	7
ALL practical details	1	1
	70	99%

* this was used when the respondent seemed to prefer a proportion greater than 75%, but not 100%.

In view of the section following this one, it is worth noting that some of the graduates would change their responses if we had a required and considerable field experience, especially if a part of this came before entering upon the curriculum.

There is a strong feeling that the classroom is not the best place to learn practice, though it is that by necessity when those without experience have no other place to learn what to do on a real job as to putting general principles into daily practice.

I would expect that if we required a prior experience, and a post-graduate internship, quite a few of the graduates would then recommend that the courses themselves swing over toward the general principles.

One reason, technically irrelevant, is that most graduates found discussion of general principles more boring than getting into the "nitty-gritty". This probably applies throughout the formal educational process. I said it was technically irrelevant. It really is relevant in that we have to continue to find ways to make classroom work interesting and stimulating, even when it is not on specific real situations. Professors need not bore their classes, despite a long tradition.

"Should all GSC library students be required to take a supervised field experience or internship?"

"Yes- everyone. Get out there and practice what was taught. Take what is their interest."

"Yes- strongly..."

"All must have some work experience in a library, whether formal or informal. They must know something about library operation."

"Yes, though it's difficult. I'd like very much to have a trainee here for experience. It should be in both school and public libraries unless the student is sure of his aim." (public library director)

"It would help."

"Would be a good experience."

"Yes- definitely. The January intersession was excellent. I'd compare it to student teaching- ours is better. Our students spent all day. They should have some course work before the field experience. You should divide administration into two parts: one at the beginning (of the program) and one at the end. Do not do away with the field experience. Maybe do it instead of another course. It's very important- maybe more so than many classes." (high school librarian who was a cooperating librarian when we had a 3-week field experience in January 1974; I was the supervisor for GSC. We tried to offer it again in 1975 but college budget problems cancelled the intersession; it is again on the schedule for January 1976.)

"Yes- very strongly- you can't go out without experience. I had a girl here from Trenton State, doing student teaching in both the library and English."

"Yes- strongly. Would be very valuable for all students to work in the college library, even if only for one quarter. Get a chance to work in all areas."

"Yes- I'd generally prefer a 2-year program with internship as half of it."

"Not all- but yes for those not already working in a library. Those with much experience don't need it. I got much unofficial experience in a town library..."

"I don't know- it wouldn't hurt- unless they have worked in a library before, they would find this helpful. It would give them more confidence. You need something like student teaching."

"Best thing in the world- I was lucky enough to work here when it was small; to become a good librarian. There are all kinds of work. Everyone needs it and it makes the course work more meaningful."

"Yes! Part of the program must be to get field experience, like student teaching. Have X hours per week (maybe 6) actually working to get the feel of it. (For those with little or no library experience) Also, for those who are switching library fields, such as public to school: they are so different."

"Yes. At least 6 weeks of actual library work like practicum or student teaching."

"Yes, it's good and necessary. I myself had too little practice."

"Yes, it would be very helpful, such as student teaching is for teachers."

"It would be very valuable."

"Definitely yes. I was permitted to use my time in previous job as a field experience- as learning- even one already in the field should have to work in a different type of library. I would require each student to spend some time in all types of libraries."

"Yes- I really think it would be helpful, except maybe those who are already working as librarians. In that case, you might just have someone from the College visit them on the job. Problem, though: how do you do this for a person who is working fulltime?" (refers to cases where the present fulltime job is not as a librarian, and the job is necessary to support a family, etc. so cannot be interrupted.) "It's a tremendous thing."

"Yes!"

"Definitely yes."

"Yes, definitely."

"Yes, yes, I said so earlier!" (rather strongly)

"Yes, definitely, if it's well-administered so you don't spend all the time on routines. Make it pass-fail, don't grade it."

"Yes."

"I don't think experienced teachers need this." (then added) "People without teaching experience need more. How do they get it?" (refers to school libraries, of course)

"Yes. I'd like to see a one-year experience, before taking courses. How can you train in a 3-week intersession when it takes 6 months to train a clerk?"

"Not those already working in libraries, or with much experience. New ones, or with little experience, yes. My experience with Mrs._____ was excellent, enjoyable." (this is one of the persons who took the earlier field exp.)

"Yes."

"Definitely yes."

"Most definitely. Have had several positive experiences myself, one as a student teacher, and another at college. There's no substitute for first-hand experience. This might be one alternative to a thesis."

"Definitely yes. This is where your idealism gets practical. Even in student teaching, I learned a lot."

"Yes."

"Yes, definitely."

"Yes."

"Yes."

"Yes."

"Yes, definitely. It would have to be flexible to meet individual needs- for example, the person with a fulltime job can't take off three weeks; provide part-time opportunities too."

"Only those not already experienced."

"If you mean this to be like student teaching, I would say yes."

"Yes, I've found it quite an advantage to have real on-the-job experience-- some find it difficult."

"Yes, if they have never worked in a library before."

"Yes, it would be a very good thing, especially if it's a good practical situation."

"Yes, it's definitely important, especially when the person lacks experience."

"Yes, unless they're already working in a library."

"Yes."

"Yes, emphatically." (at last: someone who knows another word than 'definitely.')

"Yes, if they never worked in a library before, especially if they are undergraduates. I had two students do their internship with me and they learned a lot."

"Yes."

"Yes."

"Yes; this is the only way to become involved."

"Yes. Wish I had been exposed to more different schools as a library student- every school and library has its own system."

"Very good."

"Definitely yes."

"Yes- they must not leave the program without working in a library, unless they already have experience or are in a library- in that case, observe them."

"Yes." (went on to compare student teaching experience)

"Not all-- a very short period- not all day- maybe a short time in various schools."

"Don't know how you could fit it in if travelling a long distance to class, or working fulltime, though it sounds like a desirable idea. Mine was an unusual situation. At least (such a program) would have helped me know how to run a library."

"Don't know- maybe, if they are going to be school librarians; not so with the specialized ones. Measure them on how they relate with children (or users) and colleagues. Observe and evaluate them on this, not on the routines. Check on their attitudes toward classes- some people are very busy, especially if already working."

"Hard to say- it's very important but I'm doing well without it. Someone who has not worked in a library before, should do it as a part of a course."

"Yes, if at all possible. It might be hard for those already employed."

"Yes, unless they've had equivalent experience on the job."

"Would be very helpful; yes."

"Yes, but not if already working in a library. Depends on the amount of experience- I would have needed it myself."

"If possible, yes. A good idea."

"No. I worked at the ____ public library to fulfill obligation of clock hours-- you just become a clerk for someone. It's OK if you can assure the student will be doing professional work. You should follow up and tighten; analyze results."

"Yes- those who evaluate them should be library science people who know what they are doing. Too often a regular student teaching supervisor covers it." (past practice has sometimes been for the student to spend time in both classroom and school library, and be observed by only the GSC faculty member from the major department)

"No- you don't get anything out of it- it's like student teaching- it can't be supervised well enough." (we can assume this person's student teaching was a negative experience)

"Yes; very helpful."

"Yes; it would have helped me. I didn't have it. The length is not possible to specify. You must get your practical experience; get generalities from the class work, and the practical side from the field experience."

"Yes, absolutely."

"No; some of us have student taught." (this person is one of several who seemed to feel student teaching was sufficient if going into a school library. I doubt it.)

"Flexible- depends on their background. Also on whether the person is initially taking a job with full responsibility or only as an assistant. Work it out in each case."

"Definitely- it was an excellent experience for me- a real learning situation- I went to a high school- learned a lot about the actual running of a library- the real problems." (now in a college library)

"Yes; 1/2 year or so."

"Yes, definitely."

(this concludes the graduate comments on this topic. My own summary and comments begin on the next page.)

It would be of little use to tabulate responses on this item! With one or two exceptions, the graduates are unanimous in saying, many of them strongly and emphatically, that a field experience is necessary and important.

When we get down to specifics about it, there are differences. Perhaps the chief point is brought out by those who themselves were already working as librarians: they generally see no need to go and work in someone else's library, when they feel already the master of the routines and daily activities. However, the State of New Jersey is in process of requiring a field experience for everyone in a graduate library program (perhaps also the undergraduate one) without regard for this factor. Some of the graduates, though a minority, would probably think this a good idea, especially if it is in a different kind of library than their own. One went so far as to recommend having students work in every type of library before graduation.

We also have the question of what the students will actually do in their field-experience library. The easy way out for the cooperating librarian is to welcome the student as an extra pair of hands to help catch up with old filing, etc. Obviously we must discourage this, and I think we did in the past. However, when we specify that we want the student to do, watch and learn the same professional tasks that the cooperating librarian herself is doing every day, we run into the problem that she is undoubtedly doing a number of things often listed as subprofessional or clerical: opening the mail, changing the date stamps, typing orders, running an errand, and so on. Many practicing librarians believe this must be learned too: that the reality is, very few libraries employ enough help that the professional need not do many of the routines personally, SO the professional-in-training must learn the routines. (see the section of this report on clerical duties)

We also have a wide split on how long the field experience should be. Some are thinking of it as a fairly brief thing, a couple of weeks, enough to see people doing the regular duties. Others see it as up to a full year of internship, in which the graduate would become a fully experienced person, capable of taking over a library directorship. Some would specify some of this at the beginning and at the end, both, as the courses will mean much more if one has seen the job in action.

There should be a chance for those with fulltime jobs to fulfill this requirement on a part-time basis-- this is emphasized by several graduates. Many have families to support and cannot leave jobs. There must be the greatest flexibility in scheduling and assigning students to various places. Hopefully, the State will leave much discretion in the hands of the faculty.

"Are there any skills, abilities, or characteristics needed on your job, that you feel cannot or should not be taught in college?"

On a few of the questionnaires, this was phrased "...could not have been taught in the classroom" but in all cases informal discussion made it clear that I meant one area-- things either not teachable in the classroom or possessed inherently.

The actual responses will be given here, then commented upon at the end.

"Experience itself-- all the basics must be started in college-- give the student background-- he must develop it (on the job)-- he must learn how to strengthen his weak areas, etc."

"Yes-- the attitude toward service-- you have to be willing to help people-- otherwise it's all 'too much trouble'-- sometimes library clerks get uptight about serving teachers, but that's what we're here for, to serve."

"Getting along with people-- it takes practice-- human nature is not that way-- courses cannot do much on this-- good psychology."

"A lot of energy is needed! You wouldn't be there if you didn't love it. Glassboro initiated the spark."

"You need a broad liberal arts background."

"You have to be able to deal easily with people of all ages-- you learn this as you go along."

"Personal characteristics that you either have or you don't (such as) cooperating with other librarians, being interested in studying your users, having a philosophy of service, improving yourself."

"Dealing with people-- you must learn by doing this-- in a room full of 60 kids, you sink or swim-- you must be able to handle groups-- I feel I come on strong at first in such cases as a conscious technique."

"No."

"Personal things-- personality-- the library school should not try to make them all specialists-- offer alternatives-- people can adapt-- don't force admin. if not interested."

"For cataloging, you need detail-- you can't teach the attitude it takes for this-- the same would hold for reference."

"no; always felt I had a very practical preparation."

"It's a personal thing-- you should cull out the deadheads, those who are not bright, not ornaments to the profession-- (given the right attitude) all these things can be absorbed like osmosis-- many things *can* be taught but perhaps should not, like management. Internship might be better."

"Work with the PTA-- aides (volunteers) are hard to work with-- they are not at all committed-- they don't meet schedules-- their home things are more important."

"Many textbooks give a glorified view-- no realistic picture of kids throwing books-- need the equivalent of student teaching."

"No, you can cover everything in some way. Sometimes the *practice* of something cannot be learned in class."

"It's hard to teach the imaginative qualities of reference work-- you get that only in practice."

"Maybe areas like communication-- personal attitudes-- you need this to start with."

"No."

"How to write interesting memos! (explained: dealing with people in a persuasive way through written materials) Previous librarian had many discipline problems; she was continually being tested. Dealing with kids, you can't yell at them, but she did."

"Ability to interact with people-- difficult to teach-- you have to develop this yourself in practice."

"Most of it-- you can't do very much in classes-- it's too far from the real situation, necessarily."

"Being on the job goes hand in hand with courses-- dealing with people-- supervisors, clerks, etc.-- you just *have* to learn as you go along, as it arises."

"Personality-- getting along-- caring about and helping people-- you can't ever be sure you won't use something learned in a course."

"Dealing with people-- you must learn this outside the classroom."

"Control of classes in the media center."

"Have an internship of one year-- there are *so* many things you *must* learn on the job-- *must* have practice-- I started out as a volunteer and originally did not see why it required college education..."

"No-- maybe learning to be flexible-- we do things the way that's easiest for borrowers-- no one insisted on rigidity."

"While taking courses, I was working in a library part-time-- was very useful-- attended staff meetings, learned real problems, heard and saw how they were handled. (public library) Without that, this job (high school) would have been very difficult-- there are so many interruptions-- you need actual, practical experience-- should be assigned to different departments of the college library-- really handle circulation, acquisitions, periodicals, etc.-- so you can understand what the problems are."

"Theory can be taught, but you need practice (for example) dealing with teachers, dealing with students. Should go back to requiring 100 hours on the job-- cannot understand why it was stopped-- you must have real practice before a job."

"The most difficult job is budget-- every system differs-- it would be very hard to cover realities in theory-- especially for more complex situations like college."

"No-- maybe the individual differences of each situation-- all they can do is give you general principles-- you must learn how to apply them on the job."

"?"

"Physical handling of students, logistics of scheduling classes into the library; discipline problems; shelving problems-- all without adequate help. However you could at least warn the students about such problems-- we're told the professional part but not the rest."

"Nothing comes to mind-- all should be covered."

"No-- you need all the basics in college-- learn not to be afraid to ask-- learn to talk to the class-- vital to learn speech-- (gave examples of applications to service)"

"I don't know-- well-- some things would have been a waste of time, e.g. circulation; it takes only a short time to learn on the job."

"Nothing-- all are a combination. You need some preparation in courses, and job experience."

"A lot more practical things-- the everyday work (routines) of a library-- need to be in the courses. Courses tend to be geared to the (needs of) the experienced people."

"Filing of cards-- more practical ways."

"No-- you don't need a course to learn how to relate to adults-- just ordinary human relations-- all your book-learning is no good without practice."

(no response)

"None that you can't learn partially in college-- but many you must practice in order to fully master them."

"Should be able to teach everything in some way-- attitudes should be taught-- the curriculum suffers from the poor example of Savitz."

"The duties performed that are unique to every school system, such as how to order for my system, what items may be included in a certain budgetary fund, etc."

(no response)

"Getting along with children-- understanding them-- child psychology. Actual teaching techniques."

"The way you organize your schedule, your library, the way you interact with people; the individual resources of your community."

"Getting right down to teaching children to use the library, for example. Actual practice. What age levels at which to cover each item."

"Being able to sell librarianship to others-- you have to learn on the job-- there should be forewarning of these problems."

"You need teaching at the elementary level to know the curriculum-- and of course nothing is like the real job."

"No-- not one way or the other."

"Nothing replaces experience-- must get this-- the college can only give a good background-- don't give the impression the real world is utopia."

"All of the skills can be taught. Characteristics of the person are vital-- the program can't teach this-- but should make it clear to students what is expected of a librarian so they should get out of the program if they don't like this-- they can go into different aspects of library work depending on personal type."

"No-- even the specifics."

"No."

"Probably the needs of your community. The librarian herself would have to figure that out. All communities are different-- you have to actually be in the situation."

"No-- everything can be taught in some way."

"Training should be done strongly on the job as well as in courses."

"Anything along the PR line cannot really be taught-- your attitude toward users-- the impression you make on the public."

"I don't know-- typing is very useful even if you have a secretary. Most other things can be taught. General education and curriculum-- very useful for a school librarian to know what a school is like."

"Clerical work and routines-- bookkeeping-- accounting-- should be learned on the job."

"Maybe the mechanics of circulation."

"No-- maybe PR..."

"I recommend a study to show how many specific titles a student remembers after a course-- especially one where you memorize titles. (went on to say that too many courses involve memorization of titles and that this is not constructive)" I infer that what is meant here is that the librarian can wait and learn specific titles on the job.

(no response)

"Administration is very hard to appreciate (in class) if you are not working in a library. Job experience (vital). Have grads come back later for discussion workshops."

"No-- should all go hand in hand."

"Actual practice with things like Title II. Getting into actual work situations. They don't bother much with such apparently routine items." ("they" probably means the faculty)

"Very important to get experience working for a good director."

"Yes." (did not wish to itemize)

"Specific aspects of each school-- how to adapt-- getting along with widely-different principals-- you have to be general (in college class)-- be very flexible-- teach several ways-- cover interactions with people."

"Each library is unique. It's a mistake to teach hard and fast rules. It was stressed in courses that practice does deviate from theory, by several profs.-- you teach theory but also are realistic."

"What to do about discipline-- a big problem-- you need to be outgoing or you are a dead duck-- you have to draw students out-- personality is so important."

"Sense of humor-- librarianship is physically more demanding than teaching-- physical stamina-- how to type: must know this-- should teach or demand filing accuracy too."

Having listed all the specific responses made by graduates to this question, I will begin discussing these on the next page. It is already clear that quite a few did not stick to the point.

Because this happened, it may be instructive and useful to repeat that the question asked for "skills, abilities or characteristics needed on the job, that you feel cannot or should not be taught in college."

Despite my efforts, many answers did wander from this, but are still interesting in our efforts to get graduate evaluations. In so doing, they made arrangement and classification of the responses, for the purposes of this paper, at times highly frustrating.

However, there is no doubt about the predominant trend of responses to this question. By far the greatest number of responses referred in various ways to the ability to relate to other people. Also, it was overwhelmingly felt by these graduates that such ability cannot be taught; the person must bring it with him. One was explicit in recommending that we in the college should "cull out the deadheads, those who are not bright, not ornaments to the profession..." From the conversation with this person, I interpret this as referring not only to intelligence, but also to the lack of ability to work with others and relate to them.

Certainly any group, including our students (and our graduates) are possessed of varying degrees of any characteristic you might care to name, and that would include personal relations abilities. The question is: can these be taught, or are they inherent? If we on the faculty should accept the "inherent" theory, we would be almost required to screen applicants for possession of this trait, for I think we do accept the idea that librarians do need to get along with others. If this area is labelled, however, as "skills", then there is indicated the position that students can be taught or can learn human relations; the practical effect would then be that the curriculum would includeq implicitly, such areas as they became appropriate in connection with each subject.

My own position, and I suspect it is shared by most if not all teachers, is that while students enter into a course of study with varying degrees of empathy, interest in people, interest in service, and "personality", (whatever that is) they can and do modify and add to their existing abilities as a result of exposure to both the teachers and to the other students. Indeed, at another place in this report, our graduates strongly express the concept that they have learned much of what they need from their peers.

Following upon this (and the reader should compare this with the next set of characteristics) is the position that the student, having "graduated" and entered into a professional position, is capable of learning still further the specific skills and arts of dealing with people, as a result of real day to day need. I also accept this. Unfortunately, one who has problems in this area may go into a position with challenges he or she cannot cope with, and retrogress. One of the graduates told me in some detail what had happened to her predecessor in a high school library position, who was apparently unable to deal with teenagers and got steadily worse. Should her library school professors have done something about this? Screened her out of their program entirely?

Should there have been some point in her education when the faculty recognized she was going to have troubles with teenagers? It will be said, and with much validity, that this is not ordinarily possible in a classroom situation. This then argues (as do many of our graduates) for a required and extensive internship or something corresponding to student teaching. One of our graduates told me in our interview that she does not especially like dealing with teenagers. Inasmuch as she is employed in a high school library, this might be thought incongruous, but she explained that the staff is large enough that she stays in the back room cataloging and processing as much as possible, and is not needed "on the floor."

It is interesting that our graduates used a wide variety of labels for this area. I have included references to discipline within it, as it seems to fit. School librarians, especially those in high schools, repeatedly emphasized to me the problems of sheer control of a room full of young people. We have two distinct areas: relations with colleagues and superiors, and relations with children/users.

In the former area, flexibility, cooperation, persuasiveness, and communication were referred to. Relations with children generally are not described in these terms-- they are called "discipline."

The associated area, referred to previously, is that of actual job experience. Many of our graduates replied that there is no substitute for getting out and seeing what the real work in a library is like. Their meaning would seem to be that no matter how realistic our classroom teaching is, no matter how much the faculty refer to real-life examples, the student cannot entirely absorb that lesson unless he has to apply it.

Included here were things like learning what your own community is like, learning the specific way things are done in your school, seeing how administrative problems are actually resolved in the heat of real person to person interaction, watching how a good director handles the job, and learning how to schedule your own time. As so many of our graduate students are former teachers, the latter point especially brings out the fact that they had not anticipated the heavy workload of a librarian. The reader may wish to check this in the section of this paper devoted to the replies on how the graduates' attitudes toward the profession changed. Many did not realize there would be so much paperwork-- the placing of orders, checking, writing reports, evaluations; and the handling of large quantities of materials, all of this within the context of required deadlines.

Despite the literal meaning of the question, we can take it that the faculty will profit by knowing these two major areas (personal relations, and experience) are of concern to our graduates. To some extent, we can help with them. Both can be helped by trying to build in actual job experiences. early in the program. A few of our graduates (elsewhere in the interviews) said that entrants into the program should either already have some library experience, or be required to get it during the first year of studies.

Those who have never needed to schedule their own time can be helped. Scheduling the use of the library itself is a topic that can be added to the curriculum, and of course learning about your community is a standard topic already in all library schools; the student can be helped to understand techniques, even if he will be adjusting to an unknown environment later.

A few of our graduates replied to this question with comments on such areas as clerical skills, routines, typing, accuracy in filing, and the routine operation of circulation procedures. The response here can be compared with the section on the question on clerical routines (see elsewhere in this paper). No library school that I know of puts clerical skills into the curriculum-- not formally, at least-- though it is accepted (ruefully) that most librarians do perform a lot of clerical-level work out of sheer necessity. One of the graduates said that even when you have a secretary, it helps to be able to do your own typing. I will heartily support that. I am doing all the typing of this paper myself and have always done such things personally, finding that it is faster than explaining the desired layout and phrasing to someone else. Unfortunately, when a librarian can do her own typing, she probably needs to conceal that fact, for it may serve as rationale for refusing to give her a clerk to handle the great flow of routine paperwork. There is no doubt that the graduate who refers to filing accuracy has a good point. The librarian who does not have a passion for precision and accuracy will be in trouble, though she hopefully has enough help not to have to do her own filing.

The final category, and one checked or mentioned by few people, is a sort of catchall for personal characteristics and background. One mentioned the need to have a "broad liberal arts background" and indeed this is explicitly stated by many library schools. Here at Glassboro, with most of our people coming from education, their subject background is heavy in that area but especially light on the sciences. One good thing about this is that those of our people who go into public library work are more able to cooperate with the local schools, generally being former teachers. Intelligence, imagination and similar points were mentioned, and are needed; imagination might be contrasted with the point in the last paragraph about needing precision and accuracy. Truly, the librarian who lacks either precision or imagination is incomplete professionally, yet most people think of them as being incompatible traits. They are not.

Also, the librarian is an educator. We have discussed in much detail the amount of administrative work involved, but we are a part of the world of education, and should not forget it. A few of our graduates did mention the need to know how to teach. They didn't mean the formal classroom kind of situation, but knowing how to organize a body of knowledge and get it over to people. The librarian should be able to teach others how to use the resources of the library, above all, whether by formal instruction or by working with users one to one. After this basic need, we would hope the librarian is able to instill a genuine affection for the world of learning. This really does take place occasionally, often enough that we can see it still exists.

"As the professional librarian must supervise staff doing clerical or non-professional duties, some people believe the graduate curriculum should include learning how to perform these duties. Do you agree or disagree?"

As is referred to elsewhere in this report, we know that librarians often perform duties not involving professional abilities, due to not having enough staff to aid them. I did not want to mention this fact directly, feeling it would bias the replies, so phrased it as above. (In a few of the early questionnaires, the question was asked a little differently, but substantially as above) Practicing librarians are placed in a conflict, with their training and expectations rebelling at having to file cards, type orders, check out books, etc., while lacking time to perform the things they feel they should be doing, such as conferring with colleagues, planning, selecting materials, reviewing the program and devising improvements. They do these clerical things because they know that otherwise the jobs will not get done, and that the library will come to a halt without them.

In our curriculum at Glassboro, the faculty inevitably tend to raise student expectations, that they will be involved in the professional aspects of their positions. There is little we can do about the kind of situation that exists in the field, where employers are reluctant to employ enough aides, and with the current budget crunch this is not likely to improve. Should we devote more time and effort to telling our students that they are likely to find less time to practicing the profession than they wish? Or would this be unproductive, in that it might lead them to accept such situations without seeking to change them? In other words, would they lower their sights?

Anyway, the professors of librarianship, at whatever school, don't like to be reminded that the principles they are teaching are likely to be skipped over in practice because the graduate will be too busy filing cards or typing order forms. We're not likely to forget here, because a number of our students are already working in libraries, and they bring it up in classroom discussion, that (for example) there is no time to select books or non-print materials the way we tell them; they have to grab as fast as possible from someone's prepared list or from a trusted salesman, and that's it. When will public library boards of trustees, and school boards, realize they are employing the world's most expensive clerks--- and losing the services of some of their best professionals--- when they in effect force their librarians to be their own clerks? (I say this as a member of a public library board myself, and formerly a school board member; most board members refuse to understand this point.)

Our first responsibility, then, is to know the real situation; and associated with this, is the need to know what our graduates think of it-- they are the ones who are faced with the reality every day. In the process of asking them if we should have trained them for it, we find out their reactions to the non-professional duties involved. I will comment on their comments at the end mainly, and very briefly during the listing as seems appropriate.

"No-- but then maybe yes, for schools-- at my current level, *I* don't propose to do my own typing or clerical jobs. Also, much of media work is hard to divide between professional and non-professional."

"Yes-- we should know generally-- in order to supervise others. You cannot always keep up with details. I was told not to let them know I could type! I had some good students this year for typing. Had a work-study student this summer-- certainly the librarian should not be above typing, etc."

"Yes-- if you're going to teach someone the duties, you must learn them yourself first. You need to know the non-professional duties, even if you have a procedures manual. How to fill out order slips, cards, etc."

"Yes-- learn them-- very good-- I found it helpful. Typing, filing, etc."

"Yes. I have 5 part-time people under me in cataloging-- actual card typing and filing experience is vital to me."

"Yes. You always start on the simpler things anyway.... I would have wanted to know more about charging systems."

"Yes-- not *much* time-- just enough to learn to supervise others-- maybe in the first administration course-- e.g., putting spine labels all in the same position; I would not have realized this was important but it makes the shelves look uniform."

"Yes-- very much so. You must know *how* in order to supervise. This includes typing..."

"Yes-- I have no staff, must do it all. But even with a staff, you must know their jobs-- it's very important how to handle them."

"Yes-- I agree. Anyone supervising should learn to *perform* the non-professional duties."

"Not really. They're pretty simple clerical duties by and large. The ones that are different, you do get in the courses, such as filing and typing cards."

"Yes, it must. How can you tell someone else to do it, if you can't? You *must* know it well yourself. Very valuable aspect-- to keep a clerk or aide, you must know. Also you must do it yourself frequently, such as stamping books." (this person has 5 elementary school libraries to handle, with volunteer aides; for details on problems with volunteers, see comments at length in section on "problems or situations found on the job...")

"Yes. Include it, not as a major item, maybe as part of the internship. *Somewhere* you must get a taste of such procedures. I strongly feel it must be in there."

"Absolutely yes. You must do these things-- there's no one else, for jobs like typing, and filing cards. You can't rely on volunteers and there is no paid help. You must do it yourself."

"Yes, in the undergraduate program; no, in the graduate program, because you can pick it up. At the beginning, I used to come back to the library at night and cataloged books. The principal told me to stop, just let it pile up, and that way I'd get help; I did." (this person is librarian of a grades 7 through 12 school; she gave me a list of her duties. Here are the questionable ones: care of the Xerox machine (keep it full of paper, etc.); maintain 7th-grade study halls; issue tickets for the Federal lunch program; sign-in, stamp and number all textbooks; repair library books and textbooks; keep up the school scrapbook; distribute copies of the morning newspaper to staff members.)

"Yes, cover it, but not in great detail."

"Yes-- it already does. For example, the cataloging courses include typing, spacing, etc. The professional must know how to do this-- who will teach the clerks?"

"You often need those skills for sheer survival. The graduate program should not have to go into it, but the librarian does have to do some clerical things-- typing, filing, etc. We need to campaign for more clerks, etc., to aid the librarians-- someone must do it now."

"Yes, you'd might as well-- you have to do them! The librarian does a lot of clerical work."

"Yes."

"It's good to know how it should be done."

"Oh, sure; you must."

"Yes, definitely. You must know how to do these things. You must do them yourself before you can tell others. For example, cataloging AV materials (explains: she had to teach the clerk) I use the Canadian guide for this." (note: this person has 4 elementary schools)

"Definitely yes. In some places you have to do it all yourself. And of course you need to teach aides, clerks, students."

"Definitely yes. You will have to do it. There's never enough clerical help. Also, you will be supervising them."

"Yes. I don't think you can teach something you don't know how to do."

"Yes. People must know how to assure these duties are being done correctly. You need not personally be a good typist, but how to supervise typists."

"Yes, especially to supervise others-- volunteers, etc. They have usually never worked in a library, and need careful guidance."

"Definitely yes. You simply can't train people and evaluate their work without knowing it in detail. We all switch around here, and cover the same duties-- all of us cover the desk." (high school)

"Yes, definitely."

"Unfortunately, yes. It's a very hot questionbecause we should not be doing the non-professional duties, like typing our own catalog cards. It would be very difficult to teach or supervise staff without learning it first yourself."

"Definitely yes. In some situations you have no secretary, or only a part-time one. You must know how to do everything. Often there's no help, or you share help with others."

"I agree (because of the training and supervising of clerical aides) and sometimes a shortage of help forces the professional to do these jobs, at least temporarily."

"Yes. You must teach someone (referred to earlier points about the precision of entries on catalog cards, etc.) and need more of it, in fact." (this person referred in several places to the fact that school administrators seem to have no idea of the complexity, number and time requirements of library clerical jobs) (high school library director)

"I have students helping after school with shelving and stamping. Yes, you should cover it in college, if only briefly. Also include ways to supervise clerical help, job descriptions...I may get a clerk next year, and would then have to divide my duties."

"With the practice-- yes. Do practice work on the job before or during the library courses, so as to learn that aspect-- not in the courses themselves."

"I don't know. You should know the basics, but don't need details. They (i.e., details) differ too much from one library to another, but you must know something about routines."

"It does to some extent (already) in the Administration course. It depends on personality: some can supervise, others can't. In reality, aides run my library and I am a visitor. It is good to cover routines-might be good to offer a course for paraprofessionals, aides..."

"Yes, it's necessary. We're not all going to be supervisors. At (one certain library) I hear there is much staff dissension over the sharp line drawn there between professional and non-professional duties. I feel no need for such a rigid demar cation."

"Yes, What I am doing is a good example. As the sole librarian in our school, I must 'do it all'."

"Yes-- how can you direct someone without knowing it yourself?"

"Agree- you should be able to do whatever people under you are going to have to do, so you can help them if they have problems."

"How to set up a catalog card, etc.-- you must know these details-- yes, cover them."

"Yes."

"Definitely yes. In my first position I did none of the clerical or non-professional duties. As a result I had to go back and learn all these techniques or procedures since in my present position I am both librarian and clerk."

"Agree. You can't supervise something you don't know anything about. Also-- if you get stuck without help you have to do it yourself."

"You need to. You don't have enough help. Keep trying to get help, convince the administrators that otherwise you are a high-paid clerk."

"Yes. You must know how to do the thing from the ground up. You get assigned aides from SCOPE (note: an agency for disadvantaged persons), the county office, high school, your own school-- you must know their work."

"Sure-- yes, mainly because you must either do them yourself, or train others-- how do you train?"

"No. You learn them very quickly when you need to, on the job."

"You should know them. When you explain them to the clerk, how will you check on them?"

"Under the practical side, you should learn these things at least slightly-- you have to teach student workers-- can do more."

"Yes. How will you know whether they're doing the job right? How can you teach them? Filing, purchasing, etc."

"Yes. (referred to earlier remarks about needing to know how to operate charging machine, set up simple arts & crafts for children, etc.) You need to know card filing. Yes, you need to learn somewhere how to do such things-- operating machines... learn this during internship. In a small library, many things you must do yourself. Change fuses..." (public library)

"Yes, include them. Even though librarians may get staff, they are not trained for library work. Some are PTA volunteers; student aides have a high turnover and require a high degree of supervision. You must be up on it."

"Yes-- there's no help-- my principal understands my job, so I must understand all the jobs under me."

"Yes, we must learn that. And should, especially when starting out. Typing, etc. It gives you a better understanding for those who are doing those duties."

"Yes."

"They should be covered. They were to some extent. In cataloging, we were not taught the processing of incoming books-- I had to learn it all by myself, as do most. All routines here are small, easy."

"Yes, definitely. Nine times out of ten you must train the clerk or volunteers. You must know all the duties, to know how to change or supervise."

"We should know how to do this, although mostly others will do it. Even with all the training, there are many things I never did. An aide (on her previous job) did brief me on them. For example, the electric stylus: I had never handled one."

"Routine things are actually covered to some extent in the Administration course. Usually you pick up clerical routines on the job or from your predecessor."

"Maybe briefly, yes. Not a full course, maybe in a field experience. Typing cards, etc."

"I agree."

"Yes. You should specify which duties are which. There are problems in dealing with non-professionals, you need job descriptions. We have staff manuals..."

"You need to do it. Sometimes there is no aide. Even if you have an aide, you must train her, teach the clerk. Also you must have the background on her job, know how to do it yourself."

"One or two sessions-- not an entire course. Get it in briefly, for rough familiarity. I took the Bibliography & Reference course, which expected it."

"It's probably easier to supervise or teach someone if you are well-trained in it first. However, you should not do the work long."

"The librarian knows how to do these duties-- she has to. She must be able to tell the clerk how. Not all librarians have a clerical staff, so they must do the full job. You need to be able to supervise."

"Yes, you must do so. Librarians must learn to make decisions and teach others how to carry them out."

"Yes, to an extent. At our library, as a result of scheduling, I'm often doing non-professional duties. The non-professional staff respect you more if they understand that you also share in these duties." (NOTE: contrast the last two persons' attitudes)

> "You can't train clerical help, or aides, unless you know the job."
>
> "You do-- yes, you need knowledge of these details. You must supervise. You need to know the job requirements, to be realistic about practices. Have a tolerance for mistakes."
>
> "It doesn't hurt. There are all kinds of overlap, even if you have a clerk. Also you must train her."
>
> "Yes, include it. You must do them yourself! I've washed tables, cleaned up the trash... you must do it..."

The first and most apparent point to bring out in summary is that the overwhelming majority of our graduates interviewed feel the necessity for some experience and/or training in the regular clerical routines of the library. (Only slightly less than this great majority are those who used "definitely" to nail home the point!) Most seem to feel this can be done within the framework of the regular courses, though many are vague about this. I would guess that a consensus might be reached on including a few class sessions (by this they seem to mean a few clock hours) on the topic, coupled with specific experience in the routines as part of a field experience or internship.

In this connection, the reader will find it useful to read the section of this paper wherein the graduates comment on the desirability of field experiences and internships, as well as that on skills and abilities which cannot be taught in the classroom. You will find that when I supervised a field experience for some of our students, I carefully specified to the cooperating librarians that the jobs given our students were to be real professional ones (or else they were to sit with, and assist, the librarian as the latter performed professional tasks). The results of this survey question would seem to indicate I was wrong.

The fact that almost everyone mentioned needing to train and supervise the clerical staff may be a result of the words I used in the question. As I said on page 1 of this section, I used that phrasing deliberately in order to turn the respondents' attention away from the fact that librarians are not "supposed" to be performing clerical duties, hoping this would lead to more open replies. However, it is objectively fair to say that librarians do carry a considerable burden of training, and that this is a factor in their workload not usually provided for by administrators. We may have the only profession in which the professionals are repeatedly provided with aides, clerks, or secretaries who know little or nothing of the work in libraries (no matter how well they may be trained in general clerical or secretarial work) and must train them. Do doctors have to educate their own nurses or even their office aides? Not generally; there exist schools to train the latter, although many may learn on the job, and of course nurses are already educated. Lawyers do not educate their own law clerks, though they give them the practical experience to supplement their "book learning." Yet this situation is taken for granted: that we have few schools to train those who aid librarians, and that administrators by and large see no need to hire the graduates of such schools.

Why does this attitude exist, and the practices that flow from it? The responses of our graduates on other questions provide the clue. Briefly, it is that almost no one outside the library profession really understands the complexity, the number, and the time required in library operations. Librarians are not only educators: they are administrators of good-sized business operations.

One gets the fairly firm impression from the responses that many are not entirely unhappy with having to do "non-professional" duties. This is justified in a number of ways-- it helps one to keep in rapport with the clerical staff, it makes it possible to supervise more effectively, and so on. However, I would guess that performing these duties also helps many librarians feel secure about whether they are being done right, for librarians tend to be highly aware of the need for precision and accuracy.

One graduate suggested we at Glassboro offer courses or a program for the clerks, aides, and volunteers. Some form of workshops might be practicable. If any reader has thoughts on this, I will be glad to pursue it.

Some of the graduates, after referring to clerical or routine or non-professional duties, made specific comments that covered areas not necessarily non-professional: for example, the format of the catalog cards. Surely determining and enforcing the proper format is a professional responsibility.

Several said that to some extent Glassboro already covers some of these clerical or non-professional items in the courses, mentioning the courses on cataloging and administration. It is apparent that they feel a need for briefing in establishing routines, no matter who is to perform them, such as for ordering books and supplies.

This question, then, succeeded to a considerable extent in meeting my intentions for it: to elicit from the graduates not only the present status on each job as regards whether the librarian is doing clerical work, but mainly the attitude of the respondents toward the situation.

The results must also meet the eventual criterion required for this entire project: they must have some usefulness for our teaching. I have outlined these above. However, the chief effect upon our teaching will probably be informal and gradual; we in the "ivory tower" become more intensely aware of the real problems faced by our graduates, and probably without considering the process in detail, will cover each topic in that context. For librarianship is not a science, despite the phrase "library science" we often hear; it is a practice, a service, an art. It is an applied field, not a theoretical one.

"How useful do you feel the field trips are, to other libraries and to book suppliers?"

This item rarely required explanation or clarification. Everyone from kindergarten on up knows what a field trip is. A few of the graduates had not taken any during their time at Glassboro; it is often difficult for those working fulltime, taking courses in the evenings, to get away for a full day for this purpose. I will comment, as seems appropriate, during and after the following presentation of the actual responses.

"For someone beginning (in library work) not too helpful-- but fine, when already underway-- go out and see real operations after some background..."

"I went on the trip to H.W. Wilson-- we spent the whole day looking for it (described how the busdriver got lost)-- we arrived as they were closing-- field trips can be useful when they go well!"

"Great-- nothing like seeing the real thing-- what other people do-- here (refers to library where now employed) we try to get out and visit other places as much as we can."

"Fine, very interesting-- why not include the State Library? it's very helpful. Also, I'd like to sit in on a (public library) board meeting to see the relationships." (this person is head of a small public library. The suggestion for observing another library's board meeting is a very interesting one, with obvious problems. First, the relationships would not be as usual with an outsider present, not to mention several. Such meetings are supposed to be open to the public but I suspect most are like school board meetings used to be--- visitors regarded with some puzzlement and perhaps suspicion. It's worth looking into. As a former school board member and present library board member, I find this proposal touches a sympathetic chord. Also, upon thinking back upon this interview, I am not sure this librarian attends her own library's trustee meetings.)

"More discussion on suppliers and jobbers would help. (implied the trips are not too useful) Trips to libraries are practical and good."

"The trip to a bindery jobber was interesting. Now that I send things out to a bindery, find the experience useful."

"Don't use class time for it-- need class time too badly-- also, you only get an ideal picture on a visit."

"Loved them-- visiting other libraries-- as to suppliers, don't know how useful." (implied see one, seen them all)

"Very useful."

"yes— tie them into the course plan-- prepare for it-- part of the curriculum and course work at the time-- fit it in. Use field trips to supplement the lectures."

"Very useful-- the ones I took--"

"Yes-- especially if you visit a library that has desirable things-- a good "exhibit" library-- but it's useful even to visit poor ones for contrast! Also, it's good to have places to send your principal to look at."

"I went on the trip to Wilson-- found it very useful-- now know what they do-- terrific-- would like to go to Baker & Taylor."

"Yes-- fine-- tremendous trip to Philadelphia Free Library-- we planned to visit a jobber, but it fell through. Trips very interesting."

"I onlv went to libraries-- fine-- interesting new ideas."

"Very good-- excellent that they were open to other classes too."

"Verv useful and important."

"Limited use-- some value-- better other libraries than jobbers-- it was a valuable new thing for me-- part of the value of the Tri-county group is meeting in various libraries-- same as with the South Jersey Librarians-- it's good to broaden background."

"Very helpful-- but hard to go when working fulltime-- good broadening outlook-- understand suppliers-- we went to Weston Woods, once (our county group); recommend local associations organize trips such as to the UN and Winterthur."

"I missed the only one given in my courses-- it's a good idea, though. Some of them do this on the job-- visit Trenton, etc.-- it can be valuable."

"Useful."

"Fine."

"Very useful-- I learn better myself by doing and seeing than by listening."

"Probably OK-- I don't recall going-- it's best to go on your own-- I had to do that-- knew the librarian at one-- it's best not to go as a large group-- Suppliers? Go to one, as a sample-- would be better to visit for 4 days."

"Very useful-- I'd like to go on more."

"Unfortunately, I had no opportunity to go on a trip while I took courses since I was working fulltime teaching."

"If you could take 10 people to a library for a full day or two-- would be very valuable. Not so valuable to just rush through a place quickly-- you see too much briefly." (NOTE: a number of the graduates make this point, about taking an intensive trip to a worthy library; every aspect would be looked at in some detail. How many graduate students are free for that kind of experience, though? Most are not only working but have families.)

"Very good-- learned how other people do-- can adopt practices, learn. Also suppliers-- how to deal with them."

"Enjoyed them-- because it was getting into the real world."

"Very useful."

"Quite useful."

"Good idea-- often you don't have time, once on the job. They sometimes let you go to a conference, which is directly useful-- but not just to visit. Also you can learn what the county library can do to help-- also can get insight into supplier problems-- also learn the differences between junior colleges and full colleges."

"GSC can more easily arrange them; some facilities would not be known to the average student (like the Upper Darby media center) and makes the preparatory student feel that a reference organization (Wilson e.g.) is a live organization."

"Should do at least one of each."

"Found them very useful and interesting-- such as the Rare Book Room, L.C., etc."

"Yes-- they're great-- Philadelphia Library, etc.-- want to see much more-- the actual practice-- even just in Savitz or in local schools."

"Useful-- very."

"Extremely useful-- I didn't go on too many."

"Extremely useful."

"By all means yes. I know this helps me now."

"Very useful-- fine-- have done it on my own too."

"They seem to be very useful for getting ideas and ordering."

"I didn't get a great deal out of them-- going on trips as a practicing librarian is great because you have the framework to work with."

"Very good."

"They're quite useful, especially being able to see other libraries. If you have a library sometimes you are able to adopt or adapt something from the library you visit for your own, and solve a problem or improve it."

"Very."

"I never did any-- well, one, to Ruth Cramer's library-- it is useful to do."

"Very good-- Baker & Taylor, Wilson, New York Public Library-- as a librarian I have visited a number of other libraries on my professional days." (NOTE: this person refers to having been a teacher for many years before entering librarianship)

"I enjoyed it-- useful-- actually saw Wilson-- gives you an idea of the real job."

"Useful, yes."

"I never went on one-- but would like to-- a very good idea." (NOTE: this person is librarian of three good-sized elementary schools, and a fourth is planned. She has no time permitted in her schedule to get away.)

"Not much-- a pleasant day but didn't learn much-- New York Public Library and Bowker-- Baker & Taylor-- didn't learn anything about how to deal with a supplier-- they were just showing off a plant."

"Yes-- especially for those without library experience-- to see the other side of the desk." (NOTE: contrast this with the earlier comment by another graduate, who felt the trips were most useful for those with experience.)

"I didn't go on any-- it would be useful if there were some special program to observe. As to suppliers: it would be more useful to have him come in and explain his function. Also, it's too hard to get everyone free for a trip at the same time."

"Excellent-- Baker & Taylor, etc."

"Sometimes it's good to see other libraries."

"Good-- well done-- wonderful idea-- I went to ALA in New York one year with a large group on a bus-- also to the State Library, four of us, it was very interesting."

"Couldn't work any into my schedule-- so I'm not sure whether the trips are good."

"Definitely-- good..."

"Very good."

"I didn't take any-- missed them-- they are more valuable if you are already working because you know what to look for." (NOTE: see response near bottom of previous page for comparison)

"Very useful."

"Very useful."

"I enjoyed them-- very valuable-- I like to see what others are doing."

"Very useful-- you learn a lot by seeing-- for example, the State Library, Baker & Taylor-- excellent."

"I didn't go to suppliers myself. Not enough of such things are offered to evening students. We weren't even included in the yearbook-- visits to other libraries are fine."

"I didn't go to any. Probably good, especially for those new to the field."

"Very helpful, useful."

"They help. But you must have a variety, so you can distinguish types. With suppliers, do more than just walk through. Learn something about what they do and how."

"Great-- inspirational."

"We did not go on many trips-- Rancocas High School, Burlington County, Moorestown High School..."

"Excellent."

"I had two-- very useful-- later on, with my own office, I have taken my staff on trips, such as to Library of Congress; especially good to see other libraries."

"Yes-- useful-- you should always visit one supplier."

"Very helpful to visit other libraries-- supplier visits were OK, useful." (Added later: "Book salesmen have been one of my most valuable sources of information-- they're willing to sit down and talk and answer questions-- especially when I started.")

So many of these replies are brief, it must be clear that I did little probing on this item for additional responses. In most cases, if the person answered shortly, I accepted that and went on. It was clear that to most of the graduates, the area of the field trips was a minor one.

There is little comparability among the replies, as mentioned before, because the number of field trips taken, and where the students went, was different each year; many could not go at all due to daytime jobs and family responsibilities. It needs to be repeated that most of our graduate students are older persons, mainly women, taking courses part-time, already carrying the responsibilities of a regular job (usually public school teaching) and many with families on top of all that.

It would seem very clear that we should continue the field trips. The responses overwhelmingly favor it.

However, it might be advisable to bring in more representatives of jobbers and suppliers, and to schedule an occasional evening trip to other libraries. It goes without saying that field trips at any educational level require advance discussion, and I am sure this takes place in the classes primarily affected; but members of other classes are generally invited, and these probably get little preparation.

Definite things to look for should be noted in advance; each student should be expected to have questions on the trip and upon return. It can be a tremendously broadening experience to really see other libraries-- not just go through on a tour as if the library were one of the sights of a foreign city. This project has been, in effect, a whole series of field trips for me, and I tried to find my own reactions in those of the graduates. Many of them treated me automatically as a tourist: here are the reference books, here's our staff room, and so on. The ones who went beyond this I have made note of as likely people to bring classes to in the future.

Note that, although our graduates (elsewhere in this paper) see our program as very realistic and down to earth, some of them still liked the field trips because they meant getting out "into the real world"! We must never stop trying to avoid the ivory tower.

"How well prepared...."

The following section, all on GOLDENROD colored paper, is a summary and analysis of the opinions of graduates on some twenty-three (23) different areas. In each case, on the original questionnaire/interview, these questions were of the type:

> "How well did your Glassboro library courses prepare you for....?"

The pages in this section are numbered in one sequence, which was possible because it was written at a time when I found it workable to concentrate on one section, getting it printed and collated, without undue interruption. The section was done in almost exactly one month- from September 14th to October 14th, 1975. Printing followed slightly afterward.

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Ability to self-improve continually 89-92

Comments on each item, and limitations on the validity of replies, will be found under the individual items.

There were other questions asked under the heading of "How well did your GSC library courses prepare you for..." but their responses have been included elsewhere in this paper because I believed they were more useful there. For example, "....selection of materials for children?" has been grouped with responses to the course in Literature for Children. Also, "....selection of non-print materials?" has been included with the comments on all the audiovisual media courses. In other words, the items covered here are those remaining in the "How well prepared" section after some extractions.

These are areas not limited to one course, that might be expected to be covered in any of several possible areas. Undoubtedly others can be suggested. I hope they will be, in time for our next survey. Very few existing surveys have explored topics which were not exactly in accord with course syllabi.

"How well did your GSC library courses prepare you for: Dealing with colleagues?"

"Yes, do recall that- how to work with principals, faculty."

"Don't recall any."

"Not in the courses- though I do it well."

"Not at all- we were told how to deal with students and teachers in school libraries, but not for public libraries,"

"OK."

"OK"

"Some, not much."

"Don't remember- sending out book requests, etc.- yes, there was some in class discussion of experiences."

"Covered well."

"Yes- administration course- introductory on some problems, briefly. An elective in personnel admin. and/or budgeting would have been good."

"Nothing on it recalled."

"Well covered- good relationships- Sellers mentioned things you can do with teachers- personal contact- I try to bring in items a teacher needs for Room Reserve- I see them casually- they won't come in, you have to go out after them- they are usually thrilled at this- I have a list of new AV materials circulated." (five elementary schools)

"Not really covered anywhere."

"Nothing."

"In discussion- how to tell teachers of new items- also in the lectures- all the profs. went into this."

"Had Boltz course- situations working with different people- problem-solving with real problems."

"In the administration course? Not sure."

"Sure they went into helping colleagues, selling your services, can't be sure which course; learned a good deal from class discussions with more experienced students."

"Some discussions..."

"No."

"A little bit- hadn't really considered it- not very much in general on people."

"Yes, some."

"Some" (vague) "it helped a lot to be in classes with them."

"Principals and teachers do not understand the library, or what the librarian does- schools are very bad (in this)- dealing with it was not covered."

"Not covered."

"GSC did cover relations with teachers."

"No."

"Boltz went into it well; also in another course..."

"OK as to libraries; not to teachers. My main relationship had been as a parent."

"Covered OK. We discussed it in 2-3 courses."

"Some but not a lot. Could use more- doing this kind of evaluation... The whole concept of personnel admin. and relations was very weak at GSC in both the undergraduate and graduate programs. Need an entire course in personnel."

"Yes, OK- an asset."

"Covered well in management."

"Well-prepared; always go through channels. I didn't talk much."

"Yes."

"OK."

"Dealt with only accidentally, in conversation when students brought up the problem."

"Don't remember- something on job descriptions."

"Teachers do not cooperate. Glassboro coverage average."

"The Boltz course- administration."

"No."

"Difficult to say due to my career- it is not stressed in the classes- we may need more time spent on the psychological aspects- but those in the education programs get it."

"Don't remember."

"None."

"Cannot attribute any to OSC- having worked here, gained it all from experience."

"A little."

"Wish I had more- how to get programs started with teachers- some of them didn't think of the library- I didn't know how to get started with them."

"No."

"No- only working with fellow-students (taught some of it)."

"Teacher rapport is absolutely essential- get them familiar with the collection. I work closely with the junior high school librarian. There is now a coordinator for elementary school libraries." (high school libn.)

"Don't recall- it would have been incidental."

"No- think you should be stronger in this."

"In the administration courses- things like promotion- if this means psychology, etc., it would have to come from practice, not in a course."

"We did discuss this in the undergraduate curriculum- Boltz and Sellers."

"Covered well."

"I had to set up a library for teachers in your course- one part of it, anyway."

"Yes, Boltz, administration. Role-type situations- raised consciousness- much of it is gained by hearing the experiences of others."

"Learn it on the job- not in courses."

"Not covered."

"No."

"No."

"Did as well as you can- courses can't _do_ much on this."

"Yes."

"I learned a lot in the job situation."

"Need more on working with faculty."

"Yes- the administration course- personnel."

"Not really- not too much."

"Yes- several discussions on working with other librarians- who to contact- how to solve problems."

"No."

"Not really."

"Things were discussed- as much as was necessary. Not needed as much for older students- class discussions are especially excellent for this- share actual experiences."

"Not really covered at all."

"Good."

"Problems were discussed- nothing helps but experience."

While all the graduates seem to favor learning how to deal with colleagues, there is little agreement on whether there was any coverage of this at Glassboro, and indeed disagreement on how to learn the subject.

Some of those who do not remember anything on this, probably just have poor memories, or it has been too long. Others did say that they have problems separating what they learned on the job, from course content. To some extent, the variation may be due also to whether the person took a given course or not, and who taught it.

Many of the graduates doubt whether this can be taught in the classroom at all; others will concede that it can be taken up there, but only in the form of sharing experiences with other experienced people- in effect, informal seminars. We probably underestimate the value of contacts among the students, whether these are done under the guidance of an instructor or outside class hours.

A combination of some general principles in the classroom, plus discussion and case studies, and then a chance to put principles into practice in jobs, would seem to me most likely to succeed. Judging by the success of our graduates, they must have had something just like that.

"How well did your GSC library courses prepare you for: Dealing with superiors?"

"Yes, covered."

"No, not much at all."

"No."

"Library boards? Might have been- but you learn that by actual experience."

"Not covered."

"Not covered."

"Some, not much."

"Could use more of this- dealing with principals when they disagree, on budgets, etc."

"Was covered- probably OK."

"No."

"Some theory- no practice."

"Well-covered; follow proper channels. Some people say I am too proper."

"Not really- not sure if it can or should be taught- if you had a course, I'd take it. Relations with other people has not been a problem for me; I have a very interested good board, and the staff all smooth."

"Nothing."

"Admin.course- included budget, superintendent ordering."

"Yes, it helped."

"Possibly- not recalled."

"Admin.course? Somewhere; working with administrators- educating them to your program- using them." (taught by Niccolò M.?)

"Submitting budgets- a little, not much."

"Yes- setting things up- organization, admin."

"Very little."

"Yes, some."

"Discussed in one class- people brought up their problems and how they are dealt with."

"Don't remember being covered in courses- personal attitude- we could use some work on supervision or psychology of workers. Civil service test included personnel..."

"Not covered."

"Only in a very negative way from the other students- you sometimes learn more from fellow-students than the prof."

"Not much."

"Yes- some coverage- especially on operating a library- cover your tracks- make sure you have authority- limits of your powers- Boltz."

"Covered to a minor extent- my course in admin. seemed geared to college libraries."

"Some but not much."

"You pick this up on the job- no way of knowing ahead of time."

"Covered well in management."

"Fine."

"Yes."

"OK."

"Dealt with (slightly)- should cover more."

"No."

"Rating of 4 on scale 1-5" (very good)

"Don't think it was emphasized. The present director is just perfect- has experience in everything."

"No."

"You get a little of psychology in the admin.course- it is important."

"Not remembered."

"None."

"Gained it all from experience."

"Cramer covered some. A very good course. Undergraduate, Boltz."

"I had no problems- but then the town was all for libraries- I could propose almost anything and they would try to do it. Feel there was some class discussion but I lacked the experience to use it- don't recall it." (the librarian-reader would undoubtedly love to know where is this town, where they try to do anything the librarian proposes. Too late- my own application is already in there.)

"No."

"No- admin. course is not the same as the real job. Real life is different- well, yes, it was covered some."

"Not discussed- possibly incidental."

"Not enough on any of these (dealing with...)- especially for schools- you're not given much of an idea how to function as part of the curriculum team."

"In the admin.course..."

"Not done, but should be- very important- could use some pointers."

"OK- submitting budgets, etc."

"Must have been, in the admin. course."

"Yes, covered by Bolts in admin. course"

"learn this on the job, not in courses."

"Not covered."

"Yes- usually the lack- I'm pushing for more help."

"No, except in preparing budgets, reports, etc."

"Covered as well as possible- courses can't do much."

"Yes- administration course was good background- enjoyed the course- budgets, etc."

"Learned a lot on the job."

"Not covered."

"Yes."

"Not much."

"Several discussions with other librarians helped."

"Mentioned casually."

"Not really covered."

"I had a marvelous course in school public relations- best thing for actually working in a school- it was meant for administrators- would recommend it for anyone going into a school situation- taught by Dr.Bagin." (in the GSC Communications Dept.)

"Fair."

"Good."

"They tried to help us with budgets but here you take what you get."

Most of the graduates appear to feel dealing with superiors was covered someplace in the curriculum (probably in the course on administration) to some extent (generally little).

They mention the submission of budgets and one or two recall general reporting. Very few recall or make any comment on the more comprehensive area of relations with one's direct superior in an organization. Really understanding this role would probably require that the librarian have some experience on the administrator's side of the desk, and it was noted that one Glassboro course did have some role-playing.

Probably a strong point of view is that you can learn little of this- and the same would apply to all "personal" areas- in the classroom; it must be picked up on the job. However there is no reason why the college should not supply the basic framework in the classroom, within which a graduate may build experiences. As with preceding items, one factor with much value was said to be informal discussions with other students-- sometimes as a part of class discussions, but sometimes before and after classes.

Of course, no one starts a career with all the understanding needed for relating to others, especially those who hold some organizational power over him. We may need to provide for completely different units for those going into public library work (that is, if they know that is where they are going) for that is perceived as being much more free of the bureaucratic structure of the school. Especially for the director of a small public library, so long as she maintains an atmosphere of trust with the board, life is relatively free of the complications of school librarians' work: dealing with principals, assistant principals, teachers, staff, and others. It is the neophyte school librarian who needs to know how to work in a bureaucratic jungle.

"How well did your GSC library courses prepare you for: Dealing with subordinates?"

"Don't think it is ever covered enough- depends on the person- can be very touchy especially firing- actual problems not covered (in personnel area)."

"One admin. course- didn't really go into it."

"No." (a reply of 'no' indicates it was not covered)

"No- but again it's personal- you have to learn while on it."

"Not covered."

"Not covered."

"Nothing."

"Vital to keep on the good side of janitors- they can deliver boxes or lose them, or fix things for you."

"OK- some work on this- how to handle the duties of non-professionals and paraprofessionals, students- drawing up responsibilities."

"Touched upon more functionally- how many clerks to have- there were some case examples on dealing with- could use a course on dealing with personalities- types of people attracted to different jobs."

"Some theory- no practical. Should have been more."

"Yes- went over guidelines- what can you say? It depends on (your) personality."

"Not covered anywhere- not sure if it can be."

"None."

"Covered in admin. course."

"Could be stressed more- hard to do for people who have not previously been administrators."

"Not recalled."

"Can't remember a thing on this- maybe on student aides- but not on paid help or volunteers, PTA, etc. Quite a lack."

"No- wish there was more on working with aides and volunteers."

"Yes- organization & management course- it has to be theoretical and idealistic- you run into problems in real work, impossible to teach."

"Very little."

"You just have to be on the job to understand- you can't do much in the courses. Covered some."

"Discussed in one class- people brought up their problems and how they deal with them."

"Don't remember being covered in courses- personal attitude again- we could use some work on supervision and psychology of workers. Supervision of training programs was on the civil service test."

"Not covered."

"No, never."

"Yes- we did more on the undergraduate level."

"I found this a problem- nothing in my training helped- dealing with volunteers and aides not my strong point- find it hard to know where to start- I'm impatient with dumb mistakes."

"Covered to a minor extent."

"Some but not a lot."

"You pick it up on the job."

"Covered well in management course."

"I have none here, but it was covered."

"Yes- coordinating students- a pleasant atmosphere."

"Ok- we did discuss."

"Dealt with only accidentally..."

"No."

"Average."

"Do not recall- would be a good idea to cover it- or do you need it? It's just ordinary human relations."

"No."

"The graduate admin. course was excellent for this."

"Don't remember any."

"Fair."

"Gained it all from experience."

"Both (Cramer and Boltz) discussed library clerks- dealing with them- I once had a major problem with a subordinate- it was handled well- the clerk thought she was a librarian- tried to run the library."

"Not covered."

"No."

"No."

"Not discussed."

"Need job descriptions- some in Thompson admin.course."

"Some in the admin. course."

"Not covered at all- could well use it now."

"OK."

"Must have been covered- admin. course."

"No, not actually covered."

"Learn this on the job, not in classroom."

"Little. Working with volunteers needs help- volunteer organizations."

"Somewhat."

"Some covered in admin. course."

"Better preparation than 'colleagues' or 'superiors.' "

"Nothing formal- learned on the job- there was brief work on dealing with volunteers."

"Nothing."

"Not covered. I got in trouble with the union over my rating of a clerk. There's a problem with supervisory status- and relations with administrators on ratings of clerks."

"Yes."

"Not really- not too much."

"Several discussions with other librarians (in class)."

"No. The director had a course in human relations (at another library school)- it would be good for us if meaningful, both practical and theoretical."

"Not really."

"Some on problems with clerical help covered adequately- might use a little more- student aides and volunteers- I have not yet been able to get parent volunteers- could use discussion of actual problems."

"Fair."

"Good."

"No."

Concerns here fall into several areas. First, by type of aide or worker: we have the paid clerk, secretary, or aide, whether assigned to the library formally or not; problems include hiring and firing, ratings, dealing with the organization or union to which the person belongs, job descriptions to assure the aide understands duties.

Second come volunteers: people who are not paid for their work. In a school library they are generally parents of the children in that school, assigned through a PTA organization. Not being paid, they are subject to little control by the librarian and may feel they know more about the job than she does. There is also the matter of dealing with the organization to which they belong.

Third, we have students themselves (generally in a school library, though sometimes students volunteer to help in the local public library). Sometimes they are really interested, sometimes the library job is a way of getting out of the classroom.

Fourth, as we are reminded by one respondent, we have janitors (and other non-professional staff not directly involved in the library). Their cooperation is vital to the "little" day by day things that can otherwise be so frustrating as to stop the librarian from getting much done. Quite a number of "subordinate" groups to deal with!

Our graduates split into three groups on learning how to meet these needs: take a course (and one is recommended, in human relations, by one person) with job descriptions, techniques of supervision, and worker psychology. Also: learn by doing: get on the job and learn by mistakes. It has been said that it is unfortunate that experience often gives the final exam before the course, though. Then: learn by discussions with other librarians in or out of class, or at meetings. Of course we do provide this now to some extent, whether intentionally or not.- Here we have an area often neglected, which may not need a course all its own, but does need the faculty's attention.

"How well did your GSC library courses prepare you for: Dealing with suppliers, salesmen?"

"Taught general techniques but you don't understand until you get experience- salesmen have no knowledge of the product- my own experience shows this- often they can't operate the equipment they sell, and make wild promises. Do more on this in the courses; I know many librarians who have learned by mistakes" (cited some cases) "and GSC did very little with equipment when I was there."

"Not recalled- some of these things depend on your projects."

"No."

"We were told how to order certain things- but not that the State has a contract system (that libraries can use)."

"Not covered."

"Not covered."

"Yes- in the undergraduate administration course- also in the public library course- the latter could be upgraded and expanded-"

"You learn this on the job. In class, we only discussed places (suppliers) in South Jersey." (this person is in North Jersey)

"Need more on this- how to tell them graciously to get lost! Which are the best suppliers for materials, etc. Where to go for each kind of item- the newsletter from the State Library helps- shelving, catalogs, charging desks, other furniture. How and where to find materials, and evaluate them."

"No."

"To some extent- there should have been more."

"Not to any depth- nor should it be- "

"The administration course listed suppliers- nothing on dealing with them."

"None."

"Admin. course- OK- had samples of materials- how to order from Bro-Dart- demonstrations of how to letter book spines, what to buy (from the Bro-Dart representative)."

"Several courses told about these- we visited Baker & Taylor, Bowker. Feel the field trips were especially good in this area. Need sources."

"In the book selection courses."

"Remember a trip to Baker & Taylor, Wilson. It exposed me to these people, but it was not at all like really dealing with them through orders. Also, the sheer volume of literature in your mail, and orders- there was nothing on salesmen."

"Not covered."

"No."

"Little- one of the things I feel I lacked- didn't have real library operation, real problems. Need more of that. Those in the class who were already in libraries were helpful. Our practice should cover how to handle requests, overdues, how to keep the machinery going."

"Would have wanted more on this- how to deal with them, which companies offer which services, etc. Although you do benefit from the experience of others, you have to be there, faced with real problems- maybe the college could get us out into them."

"One class went into that- filmstrip on Baker & Taylor."

"Well-covered; salesmen."

"Possibly covered- don't really remember it."

"Very well."

"No."

"Yes- in a summer course- Sharron Knauss taught it- she did very well- brought in a salesman."

"No problem- but not covered in courses- I learned it here."

"Touched on- no great detail."

"Something done on dealers- touched on-"

"No- I was not prepared for it- need types of questions to ask them, basic information to obtain. Compare companies."

"Covered well in the management course."

"Not covered."

"Yes- the admin.course- problems, case studies."

"Were shown and given lists- forms- some were OK."

"Not practical- need much more on this."

"No."

"Average."

"Not covered- Mr.Boltz discussed orders, what suppliers do."

"No."

"No- need more, especially on periodicals."

"Don't remember it."

"None."

"Perhaps a little in management course."

"Yes, well-covered. Discussion of jobbers with Boltz- and the Tri-County group has been helpful."

"Wish I had more on this- had no confidence in myself- principal was accustomed to handling the budget and all orders- one principal never did tell me how much money I had, apparently fearing I would spend it all at once. When the salesmen came in, I was not sure whether I had the power to deal with them."

"Not very thoroughly- we knew there were such things."

"A general discussion in admin.course- I liked that course because you got involved- but then you can't know really until on the job."

"Could have given us more background in how suppliers and jobbers work- I have learned this on the job. Even the supplier terminology was not covered- it is needed."

"Not much."

"We went over suppliers and products- but not how to handle them if they're high-pressure, etc."

"Touched upon in book selection courses- I have no great need for it yet- it's all through the mail- I do need to figure out billing practices, invoices, business office techniques- each school is different, too."

"OK- I listen to them and do what I can."

"Must have been in the admin.course."

"They were mentioned, but not how to handle them, their approaches." (not to mention their propositions)

"Wish it had been covered, where to get things, how to evalute suppliers."

"Covered well in the public library course- jobbers, suppliers. Must have practice for it to be meaningful."

"Certainly on ordering- OK."

"No."

"Not recalled- little."

"Touched on- it was enough- experience is necessary."

"Not covered much- there was a guest lecturer on suppliers."

"Salesman came into the classroom once to demonstrate AV. Otherwise there was nothing on handling salesmen."

"No- maintenance people, users, etc. covered, but not the salesmen."

"Yes, more so- covered."

"Several discussions- sessions of hashing out problems."

"No."

"No."

"Fair."

"Good, but not excellent."

"Good."

"Told what kinds of suppliers there were, several named."

More material on this subject will be found under Acquisitions, in this section of the paper, though that question was intended to cover internal processes.

It is apparent that most graduates don't think much was done in this area, and many of them want it covered, in intensely practical terms. Despite the experience the average person has with salesmen, they feel something extra is needed to handle the expertise and aggressiveness of library and school salesmen.

The procedures used by suppliers, and terminology, seem worth covering at some point. Graduates would really have liked a list of approved suppliers, and a checklist on evaluation of furniture, materials, supplies. This is at least something to build into their field experiences or internship. Trips to jobbers and suppliers appear to help, as well as newsletters. There is some anxiety in this area, tied to budgeting, and it is an area where problems are a surprise to many.

"How well did your GSC library courses prepare you for: Selection of recreational literature?"

There were a number of questions as to exactly what categories I meant by the above phrase. These often led to a short conversation on materials that are not required by a curriculum or a job; or that are light, whether fiction or non-fiction; or those read for pleasure primarily. The reactions from most respondents were very similar to thobe they gave to the question (later in the interviews) about "general reading" materials.

"Print; Yes, OK. Non-print: no. Media were very light."

"Yes, it was pretty good; we did something on science-fiction."

"Yes." (a "yes" response meant the person felt well-prepared)

"Children, etc.- Sellers was very thorough- I remember specific titles- at the time, it was overwhelming."

"Wanted more." (reply by two persons)

"Very slightly- some in the humanities course, some in public libraries course- it's a vital phase; especially with inflation, people depend more on their local public library."

"Some in the public libraries course- selection for ethnic groups."

"Could use more- of course you get to learn what your students like."

"Good- OK."

"Covered well in the public libraries course."

"OK."

"Non-fiction yes. Children's, no. I feel I know a great deal about children's books, but had no course."

"Not at all."

"Covered well- hobbies, sports."

"Very well, but not enough on adult fiction. The key novelists, trends, those read by people who are not highly-educated- the sensational- I feel a special need for people to be working in a library before or while in courses."

"Book selection courses- OK."

"I think so- Sellers & Boltz- seems it was well covered- Sellers covered many details."

"Yes- came in the categories listed- OK."

"No."

"Yes- tools, examples, OK."

"Yes- OK."

"At least 50% of the children's literature course was fiction-"

"Yes."

"Yes- OK."

"Very well."

"Children, yes. Other, no. Of course, it may be I did not pay attention (to other levels)..." (elementary school)

"Sellers- covered it very well."

"Did quite a bit with fiction- of course recreational literature covers more- hobbies, too- that was not well covered- the glamour magazines."

"Book selection courses- a little."

"OK."

"Hard to say- I'm not using it."

"Yes, OK."

"Well-covered. I especially liked the book selection course."

"Yes- the materials we were given in class- well covered."

"Didn't go into it much- do you need to? Most of the courses were concerned with good, sound things, not the light ones."

"Rather good."

"No."

"Good."

"Don't recall it."

"Included in materials for book selection in elementary schools."

"Good."

"None."

"Perhaps in the book selection course for children (unsure)."

"Not especially- maybe in book selection."

"OK."

"Good."

"Well-covered."

"I'm sure it was discussed- it didn't apply to what I was interested in."

"Yes, OK- keeping up with current fads and hobbies."

"OK, especially with children."

"OK."

"It must have been covered- in young adult literature and book selection for secondary schools..."

"For children, yes. Not much for others. Sellers covers very well the area up to Grade 6."

"Not covered- not needed here."

"OK."

"It was mentioned- not specifically- I don't recall."

"Probably covered- certainly in the young adult course and specific disciplines."

"Not much in this- I don't recall any."

"Sellers- children's literature- included it."

"Little."

"Good."

"Review materials were covered- we were taught to seek the reviews- did not differentiate between good and bad fiction."

"Not thoroughly- rather lightly."

"I recall it especially for teenagers- quite a lot."

"No- especially in public libraries, there are certain types of materials you have to be familiar with- how to books, light fiction, gothics- they were not covered in library school- you must cover all types."

"Yes, especially in the 'literature for young adults' course."

"Good- but I learned much of it from having children myself-"

"Good."

"Good."

"There was little or no emphasis on reading for pleasure- children yes, adults no."

Only one of the respondents specifically deprecated this area, but as we are all aware, many librarians merely tolerate the "light" literature; they see it as their duty to uplift the community or the school through provision of the "good, sound things" rather than those desired by a majority. I would interpret the responses of our graduates, especially in that unspoken language of movement and gesture, to be thus in many cases. Should the librarian give readers what they want, or what they are believed to need? When I was in library school, this was a favorite question used to spark hot discussions, and I am occasionally guilty of it myself as a teacher. I have had students who thought about it for a while and then realized that if you allow yourself to be moved to either extreme, your position is impossible. One, who initially favored careful control, eventually said (to her horror) that the other side had convinced her she ought to carry "adult" books (i.e., pornography) inasmuch as these are indeed in wide demand.

Giving people what the librarian believes they need is a very dangerous path. Not only will the library be used very little: also, the librarian will be led into a general attitude of condemnation and contempt for the tastes of her users and potential users. "Moderation in all things."

Note that our respondents here have described the kind of thing we are talking about as "current fads and hobbies," "how-to books"; "light fiction and gothics," "glamour magazines," "ethnic literature," "science-fiction," and "the sensational, those read by people not highly educated." Not exactly categories to excite the imagination of one who feels very deeply about culture and literature? Many feel Glassboro did not cover these areas well, except at the very young age levels- and after all, we do tolerate young children reading light things- it's when they start to grow up that we expect seriousness- Kant, not Isaac Asimov.

My own feeling is that as we teach, we need to specifically cover these areas and discourage contempt for what "people" read who are not highly educated.

"How well did your GSC library courses prepare you for: Selection of specialized non-fiction?"

Replies to this question tended to overlap with those asking for evaluation of the literature courses, for they specifically cover "specialized non-fiction." However, the topic is said to be covered elsewhere in the curriculum too, and I wanted a sounding of graduate opinion as to the results, no matter where learned.

Some respondents asked what I meant by the phrase, and I said all non-fiction other than general, "light," etc.; for example, a popular travel book might be general non-fiction, but a detailed study of the economy and geography of a country would be specialized.

"Good background on how to select- tools and techniques."

"No, not much- some on becoming aware of it."

"Yes."

"OK- the special courses- Sellers and Tubio- my reference collection now being strengthened."

"Wanted more."

"The reference courses- yes."

"OK- I had 2 or 3 courses in specialized reference."

"Covered in special literature courses-"

"OK."

"OK."

"Yes, some courses."

"Were told where to look for reviews- also, to consult people skilled in each area- oddly enough, the Kunitz books are not liked by music people, though they are useful."

"Would need more on this as it relates to public libraries."

"OK."

"Good coverage- feel I got a good background."

"Yes- reference- one of the best courses I took."

"No."

"No."

"OK- a few advanced courses."

"Little or none."

"As prepared as you can be from a class- e.g., Kardas on periodicals selection- but not much on practical operation. You must have real work. No substitute for working with the tools. A lot of education is, or should be, opening your mind, not memorizing titles."

"No."

"Very well."

"Covered a bit."

"Not much."

"Reference materials were well covered- not others."

"Yes- OK."

"OK- the specialized courses."

"Somewhat- it's hard to say."

"Fine- specialized courses- reference materials- some aimed at the college level- most students are at school level."

"Yes, well covered."

"Bibliographies were presented- evaluated- we did get that- yes, familiar with the ones available."

"I think so- we took subjects, went through catalogs, built a graduate collection."

"Very well."

"Yes- this is an area I saw as a glaring fault at the time- we had nothing on non-fiction at all at junior high and elementary school levels, whether general or special."

"Good."

"As it related to schools, yes. Otherwise, no."

"Good."

"Reference, good."

"Book selection course- Sellers was excellent- made us work very hard but well."

"Reference and specialized courses- Bilancio was overpowering- science materials course was a complete flop- the prof. knew nothing about libraries- did not approach from the librarian's angle- another prof. was going to prepare a list of selection materials for us but never sent it."

"Not recalled."

"OK- good background."

"Reference- maybe."

"Don't recall."

"Science materials- your course- on too high a level for me."

"Would be harder for me but I know the sources to consult- would not feel sure of myself yet- would tend to consult someone in the field."

"Not covered."

"OK."

"In the automation course." (?)

"No."

"Science was good but does not fit the local needs- I'd like a course in vocational-technical area."

"No."

"The sources must have been mentioned but I don't recall."

"Must have been. Science was taught- horribly- by someone from another department. Brilliant but no library point of view. Wasted time. I still feel weak in the science area."

"No."

"Yes."

"Would have been good if we went into it."

"OK."

"No."

"Covered pretty well in the specialized courses."

"OK- selection of all types was pretty good."

"Yes- several excellent courses- adjunct- a great deal of work- Cramer & Sellers covered in depth, fine."

"To a certain degree. Education references mentioned in the behavioral science course."

"Excellent."

"Depends on the area."

"Good."

"Science materials was extremely poor- didn't learn anything about reference materials- terrible- it was great to become aware of what is going on in the science world but it did no good on the job."

The "specialized courses" referred to are the three numbered 512, 513, and 514. This section is referenced in the part of this report that covers those courses.

It is apparent from both places that one offering of the science literature course was quite traumatic for most of the students. There appears to be a consensus that the instruction was excellent but not the kind expected-- the students of librarianship wanted concrete guidance in the selection of important books and in reference work. The person who taught it was a scientist, not a librarian, and the emphasis seems to have been on appreciating the march and progress of science.

Most of the graduates do not really seem to remember this area very clearly, whether they replied "no" or "yes." Those who did, often felt that non-fiction was covered only as to reference books. Printed materials other than books- e.g., periodicals, documents- are mentioned so rarely that we might assume they were omitted. There _is_ a tendency among many librarians to concentrate on the reference collection and give little time to even the main book collection, much less other areas.

There is an unavoidable common area here, covered to some extent in the general book selection courses and also in the specialized ones. This gets worse as the proportion of elective courses increases, for we can no longer be sure that everyone has taken this course or that one, so when we teach one of the adjacent ones, we cover something again just to be sure they all got it. Perhaps our course is the last opportunity they will have to ever hear about X or Z. Away with electives! Back to the fixed curriculum!

"How well did your GSC library courses prepare you for: Selection of general non-fiction?"

Definition of the term used here is covered in the two preceding sections.

"Some- adequate."

"OK, except for science."

"Yes- very well."

"No specific course in it- no recollection of it."

"Wanted more."

"Not covered much- only what was in book selection for young adults, etc.- could use more."

"Probably could use an updating in this area."

"OK."

"Very good."

"OK."

"OK."

"Read book reviews heavily- not covered in courses- I always look for 1 or 2 good reviews."

"Not a great deal."

"OK."

"Very helpful."

"OK."

"Well-covered- I feel well-prepared."

"Reference and book selection courses- OK."

"Yes- in the public libraries course."

"OK- goes along with the general fiction."

"Not much on that- much more on recreational literature at the elementary level than non-fiction."

"Covered moderately."

"OK- well covered."

"Well done."

"Very little- the teacher was oriented to children's lit."

"Fine- Sellers."

"Reference materials well covered, not others; we were told to use the High School Catalog."

"OK, fine."

"OK- well."

"Somewhat."

"Not adequate for curriculum materials."

"Well-covered."

"Yes- group discussions were excellent- your course."

"Not well covered as to children- the coverage was mostly on fiction."

"Very well."

"No non-fiction at all on the junior high and elementary levels, whether general or special."

"Average."

"OK."

"Good."

"None."

"Not well-covered, just somewhat."

"Can't recall a course in it- I use standard catalogs."

"OK."

"Good."

"Reference courses, OK; I liked it."

"No."

"No."

"Pretty well covered."

"Covered OK- several courses."

"OK."

"OK- all the book selection courses were wonderful- enjoyed them- especially as a school teacher."

"Didn't talk about it much- some tools- use of reviews- is it possible to do more? Very little connection with what I actually do."

"OK."

"Covered adequately."

"Yes, OK."

"Yes, well-covered."

"Yes."

"Would have been good if done."

"OK."

"No."

"Covered- can't recall how well."

"OK- pretty good."

"OK- Gaynor was good-"

"I learned it on the job previously- taught OK."

"Excellent."

"Good- very good."

"Good."

"Sort of included in the recreational literature."

Again, here we have comments that reference books were covered but not others; also, that sometimes one age level was covered and not others.

The latter is probably due to having a variety of teachers. Another variable is the combination of courses each student chooses to take- the electives give a chance to obtain much or little.

I had a strong feeling that most of the graduates had no clear recollection in this area, one way or the other. In such cases the old halo effect takes over. It's hard to believe the accuracy of recollection of those who say they had nothing in this area. We may need to run another survey in this alone.

"How well did your GSC library courses prepare you for: Acquisitions and Ordering?"

Some replies will be found that overlap with this section, in the section where individual courses are evaluated- under Cataloging & Classification, where some graduates also made comments on technical processes in general.

"Very important to any librarian- do more on this- learn how to adapt to local practices."

"No."

"No problem; I was well-prepared. The ordering process- fine. Ordering (allocation of dollars) not so well. (budget)"

"Would like to have met a jobber, learn how the system works. It was covered; we got samples- was geared to school libraries, not public. You need public coverage. I use a very primitive method now."

"Not doing it on this job."

"Only what we picked up in the administration material- tools, publishers. Should be more on this- cover it in the reference courses, too."

"No (not covered)- I had my own system."

"Very well."

"Selection, yes. Ordering, yes. Acquisitions process- no."

"Covered very well."

"Very well."

"Never heard a word in my courses- you could include it in cataloging."

"Did some- but again not enough for those lacking on-the-job experience- you need an actual project."

"OK."

"Had courses which included this- but as a specialist I don't apply it much- you could put more time into special areas."

"Talked about it in administration- not mentioned anywhere else."

"Many aspects were unfamiliar when I came on the job- covered some in admin.course- helpful- Title II handling- but there was no place where you actually made up a purchase order- some very basic practical areas missed."

"OK."

"Covered fairly well- stressed balance in the collection." (this person is confusing selection with acquisitions)

"Slightly, but not very well; need more."

"Some general information was given; it's a matter of knowing what you need."

"Sources for AV materials needed- basically OK- I had an awful lot to learn on the job- Baker & Taylor a good source."

"OK, fine."

"Very well."

"Criteria- yes. Not the mechanics."

"Very well covered- I have all my notes."

"Covered, but did not match actual problems. They recommended ordering from the large houses, pre-processed; but I had no idea how to obtain quality foreign language books. It might have been meaningful for us to set up a hypothetical situation, make up a book order, and put it in actual form to go through a Business Office to a supplier."

"Area of weakness- need more done on it- a lot of business to it- invoices and purchase orders- I had never seen these- I was not prepared for handling business procedures."

"Very well covered."

"I was qualified in it- you pick up the finer details on the job."

"Yes, pretty well- you pick up the system already being used (in your specific job)"

"OK."

"Yes- I became very familiar with this- covered at Glassboro by subject." (apparently thinking of selection.)

"Saw the forms; could have done some- the actual writing of orders could be useful- a variety of jobbers."

"Need practical coverage in how to be precise in ordering books- it's a gap- dealing with jobbers- prepare people for the fact that you don't get all you order."

"No- I've floundered this entire year trying to figure some methodical way to do that."

"Average."

"Yes- Boltz covered..."

"Don't recall much- we did discuss some of the companies to deal with- actual practice is necessary."

"Need more on ordering and controlling periodicals."

"Fair."

"None."

"Recollected in the administrative duties in that course- very excellent course- Ruth Cramer- lots of work but good, I learned a lot."

"Yes, we talked about it a lot- jobbers- Boltz."

"Ordering weak, the actual process- but I picked it up fast on the job."

"Covered to a limited degree- could use more."

"Admin.course- it includes so many things- all just a smattering."

"Should be more depth in this area- don't see how graduates could go out into a school and begin ordering. I myself learned from my Director and not from college. More needs to be done, especially for the one-person library librarian. I don't recall anything on the acquisition and maintenance of a periodicals dept. Should definitely do much on this. In general, the behind-the-scenes mechanics of a library- is not covered in the administration course."

"Covered a little in admin. course- need a lot more on it."

"covered but would not feel confident in it."

"I order AV, director orders books- it's OK."

"Management, with Boltz & Cramer- OK. Had to fill in acquisitions forms."

"Very good- especially Title II- helped very much."

"Wonder if anyone can really understand it without practice- very time-consuming- all sorts of processing- I was an aide at a school but actually ran the library. Doubt whether it can be covered adequately in class."

"Not covered well- have never done it."

"OK."

"OK- administration, and organization of materials courses covered this- sources of cards, where to go to, how to process, fine."

"Yes, OK- Sellers and also your course in automation."

"Not at all- a little- do more on it."

"Yes- Thompson covered it."

"None- it should be covered."

"Acquisitions OK; ordering: need more. How do you take a book out of your acquisitions system if it is missing- need this practical point."

"Not for print materials. Yes for non-print."

"Yes, generally covered. Of course it would be hard to be practical- in merely verbal steps."

"Didn't know about checking orders against the catalog- one of my biggest problems. Had trouble in this area- my ideas of where to find materials, where to order, what's needed in collection."

"No- so different in all situations- hard to handle- school and public."

"Courses didn't cover it."

"My first book order was traumatic- how to make up andssend in an order- budgeting for it- I could have used much more on the actual job."

"Good."

"Fine."

"Perhaps should have explained how different companies have different ordering requirements."

Our graduates are much more clear on remembering this area, and they seem firmly convinced that our students should get something on the concrete procedures involved in making up an order and sending it in. They point out that this is a complex task and that sending, then receiving, an order involves office practice skills that many lack, unless they worked in some kind of office before. Can Glassboro teach this too? I doubt there is room in the curriculum. Perhaps it can be included in field experience. Several of the graduates conceded that as each library has waried practices, it would be impossible to teach all in the classroom- still, they would like some principles and some practice in it. Specific suggestions may be obtained by reading the foregoing list of comments.

"How well did your GSC library courses prepare you for: Circulation methods?"

"Can't recall- sure it was covered- the nuts and bolts- must have had it." (this person was not really sure)

"No."

"Not too much- you could well go into different methods more- Newark system."

"Yes, went into detail- in the administration course- a great deal was covered there- schools were emphasized."

"Needed more on philosophy of circulation."

"Not much."

"Not very well- so many methods available- very little discussion."

"Yes, it was discussed. Have changed my own system. Would like to learn more about charging systems. Would like to see a demonstration of all on the same day, together. Combine it with student ID cards- and have someone there who has used it." (recently, there was such a presentation in South Jersey; four sales representatives brought their machines to one library and spoke on charging systems in general and their own in particular. Discussion and questions followed, with demonstrations. This graduate is in North Jersey but could arrange such a meeting in that area.)

"OK- we spoke about all the different methods used- it was very thorough."

"The concept was good- different types were not described well."

"Covered very well."

"Fairly well- a lot of these things you have to try different things on the job and see what works. You can't necessarily teach that. Sometimes you discover a need to locate books charged out by grade- or by student- so you individualize the system to meet your needs. Now all K-6 schools here are by grade. No longer do I have 2 cards in each book. Just date-due slips, and a card kept when the book goes out."

"Very lightly touched on- in the administration course- did reports on charging systems, but we had no work with one. It can be learned quickly."

"Not really- it was assumed (incorrectly) that we all knew."

"OK."

"Yes, discussed background- how various libraries handle it- what types there are-"

"Administration course- flowcharts- that's the main thing."

"Don't recall anything on it- had to invent my own system."

"No- I don't know enough- one of my problem areas is how to circulate and get things back. Those people who were working as librarians while in the courses gained the most- I would urge this be done."

"No."

"Not enough- you need variety- understanding of the different ways..."

"Very vague recollection."

"Pretty well covered."

"Yes- we discussed various types- I wished someone would devise a new system- don't like any of present types."

"Fine."

"Very well."

"We had the theory but not the practice."

"Went into it but I'd like more- worked with _____ (a local librarian) when I was an undergraduate, in student teaching." (indicated she spent part of her time in the classroom, and part in the library; the latter was felt to be a valuable experience.)

"Not at all- I took this library over from 4 successive non-librarians, each having been in charge for one year- had no experience; I had to set up a circulation system. Need to know how to handle overdues, send them out, procedures. Feel we now have a good system." (high school)

"Covered adequately."

"Very well covered."

"This has been a problem- working with non-print is a special problem."

"Talked about the machines, but there was not much nitty-gritty on school libraries- manual systems- I'd appreciate more on calling books in if overdue- we have great problems with things long overdue."

"OK."

"Yes- covered in the computer course- we set up a computerized circulation system- I liked this; we were able to discuss various automated functions. Covered need to organize." (college)

"Can't learn this in class- must be on the job."

"Vaguely- not very thoroughly- we all thought we'd have manual systems (hand-stamping)."

"Nothing- could well have used something on it- anything on it- protective devices, machines- at least one class period is needed for this."

"Average."

"No."

"To some extent- not very thoroughly- they did mention some charging systems."

"Nobody teaches this well- it's vital but is deprecated. Savitz is a poor example."

"Fair."

"Don't remember."

"Admin.course- excellent."

"Yes- Cramer went into different systems- including security systems, keeping records, need for records, statistics."

"Yes, OK- would have wanted more if I had to set up my own system- but it was already functioning. Now I have experience and could do it."

"OK- covered in management course."

"Some- little- everything was a smattering- need more. (the admin.course) The public libraries course covered it informally."

"Nothing registers (in recollection)- could not have gone out onto the job and set it up."

"Nothing."

"Very hard to separate from job experience since graduation- I learned a lot on the job at Savitz, but very little in class." (was a student assistant while taking courses)

"Could use more- I had lots of questions when starting on the job- started a library from scratch- problems with snags and reserves- how to handle teacher requests- I had to develop my own policies."

"OK."

"Good."

"Yes, OK."

"Not much was said- I still don't know much."

"OK."

"Discussed in administration class- I didn't pay too much attention because was not interested- it was covered, the different methods."

"Well-covered in the information retrieval course- I worked with Miss Kennedy (on the report). Also in the administration course (covered) but in the I.R. course I saw it at work."

"Covered some- only way to learn more is to get some practice- get on the job."

"Yes."

"Very little- I had no idea of the problems on registration, reserves." (public library)

"Some- I had to create my own system- a manual system- it's just logic- but the course assumed a machine system. Here the children need a bus pass to borrow books- because some have used others' names, or false names." (middle school, where apparently all the pupils are bussed.)

"No."

"Covered pretty thoroughly."

"Yes- covered- could have used more on it- it was covered hastily- I had to check things personally in various libraries to learn what to use."

"Touched on in administration course- but it was not enough."

"Courses didn't cover it."

"I had to fumble with the system I found here- designed my own system- it was not much of a problem- classes touched on it- could have done more- much of my course work would apply to a larger library- it omitted the dirty little details."

"Fair."

"I devised my own. OK."

"Yes- covered pretty well. Bring out the pros and cons of the various methods- usually you have to use manual methods (on the job)- too rosy a picture was painted of the machines- you really use hand methods." (junior high school)

Our graduates have reactions ranging all the way from completely negative (i.e., they don't remember the subject being covered at all) up to completely positive (that it was covered in great detail and very usefully.) It probably depended on who was teaching the course, and on the year- for as any teacher knows, sometimes you find things going more smoothly and have time to go into greater detail, or to cover more subjects, than at other times. Those who did remember circulation methods being covered generally felt it was in the "administration" course- at the graduate level, known as Library Organization and Management. A few remember it being studied in detail in the "automation" course; here, it seems that a former instructor probably had a class project in automating a given library function, and that is a practice of mine, too, in that class.

We find repeated statements to the effect that the graduate "developed my own policies," or "designed my own system," or "started from scratch." This indicates that in many cases, the person found a poorly-organized situation upon starting a job- often the GSC graduate was the first trained librarian the school or public library ever had- and this placed a high value upon being able to design a system to meet local needs. Our people $indicate no real problem in doing so. This is either a tribute to their personal qualities of flexibility and ingenuity, or a reflection on our fine teaching of the basic principles.

Specific areas mentioned that they felt needed to be covered: the various machines available; various systems, including those which are completely manual; registration of borrowers; handling reserves and teacher requests; borrower identification and security- ID cards- using existing systems of the school for ID; keeping records and statistics- why and how- and how to use them; making flowcharts to analyze the process; how to handle overdues, especially things long overdue; non-print materials; and how to design systems to retrieve data by borrower, or class, or teacher.

Mentioned several times was the need to get actual practice in this area- to work at it- to visit other libraries and observe their methods- and the possibility of Glassboro offering a workshop in circulation methods. I noted that a local group already did this, but we could do it too.

"How well did your GSC library courses prepare you for: Understanding professional books and articles in librarianship?"

In some interviews, this question was phrased, "...the current literature?" While respondents seemed to understand that the 'current literature' referred to was that of librarianship, I always made sure of this with a further question or comment. In a way, this was a better and more informative situation, for the fact that I pursued a clarification tended to produce more attention to the basic question.

The overwhelming majority of respondents said they felt this area was satisfactory. I have grouped together those who said any of the following: "Yes, OK, good, very good, fine, very well, well-covered, definitely yes" and find that they number 66 persons altogether. Their responses were generally brief; the few who said more are quoted as follows:

> "What is available and what was in them."
>
> "Except for science."
>
> "Except for automation- I keep up closely."
>
> "We were introduced to the tools- keeping up."
>
> "I never had any problem."
>
> "My entire library science vocabulary was learned at Glassboro- no trouble."
>
> "It was in every course, as part of it."
>
> "Made us aware- how to use it"
>
> "Exposed to many library publications- I find them very helpful- even those not in the school library field."
>
> "We did a lot of it- projects, etc."
>
> "We did a lot of report-writing and reviews."
>
> "Sellers mainly- I still go to see her sometimes."
>
> "Topics assigned in books and journals."
>
> "Did a lot of critiques on it."
>
> "Went over journals in great detail."
>
> "Learned which magazines were for librarians."

"...reviews."

"This is the advantage of projects- not all were good, but all were good experience."

"LJ, Wilson, ALA..."

"the book selection course-"

"We worked with them so much."

"Not excellent but good- for example, we didn't get into the computer field- I didn't take that course at all- and automation has become a key part of my job. CAPTAIN, etc. MARC was new then."

Of the other 9 respondents, two said the coverage was "adequate."

Two said it was hard to separate courses from experience, (so) could not remember.

Two said it was either not covered, or we could do more.

One had a mixed response- at first no recollection, then an apparently forced one that was non-committal.

Two did not respond at all.

I have been told by members of the college library staff that the heaviest users of the library, especially the reference books, bibliographies, and abstracts/indexes, are (per person) the library education majors, both graduate and undergraduate. One went so far as to say that 60% of the users of the reference collection were library students, despite their very small numbers on a campus of 13,000 students! I find this gratifying and easy to believe, which is probably a redundancy. My own teaching, and I think this is reflected elsewhere in the department, aims at not only encouraging but forcing the library student to go well beyond the textbook. Indeed, the past year or so, I have taken to having no textbook for courses, which bewilders some students until they learn that the material is there to be found.

There is no discipline (or practice) in which the knowledge of its own literature is so important, as ours. That unqualified statement is made because, in a sense, our proper area is that of all literature, which means our practitioners must keep up with the techniques developed for coping with a flood. I am not sure we did a good enough job in this area by our own standards, but at least our graduates seem to think so. What a contradiction would be a librarian who didn't know the basic literature of his field!

"How well did your GSC library courses prepare you for: Outreach services to groups not usually served?"

In this category, a subjective distribution of responses into a 5-point scale produced an almost equal proportion of positive and negative items. Another reader might come up with a varied picture.

No, not covered, don't recall, etc.	22
Covered little, not much, etc.	5
Would need more, average, fair	14
Made aware, etc.	5
Yes, OK, well covered, etc.	23

(no response: 2)

NO comments:

"(this library) does a lot of this. I don't feel the courses went into it well- you must include it."

"Don't recall it- (courses) emphasized the school aspect."

"It was not a topic."

"Got into this at ____ library- it was not covered at GSC."

"Only when I worked with second-language classes; it was not covered in class."

Less negative comments:

"Not much- there was a speaker."

"Some mention in the administration course- something on bookmobiles- no techniques."

"Would have needed additional help if I went into a public library- not covered in courses- (though) they taught me to read and consult with others."

"Don't remember it- maybe bookmobiles."

"Little covered."

AVERAGE comments:

"Touched on- not enough- more on what the State has available- it would be great for GSC students to have a course for new library directors like the State Library offers-"

"Public library course- it was too short."

"Covered briefly- I waa not involved- for those interested, should have more time."

"We had speakers from Trenton- the blind, etc.- I would wish the business of large-print books had been covered."

"In the P.R. class, but not in library courses, such as having coffees for people; getting the non-reader into the library was covered in the library courses."

"My thesis was on it- Mrs.Madden came- could have had more."

"Was covered- I would need a refresher to use it."

"Touched upon- not much- you would have some background if it was appropriate- the blind, deaf."

"We were told to contact our local public librarian. No more."

"Not much- courses were primarily geared to public schools."

Slightly positive comments:

"We were made aware of it."

"Speakers- it made us aware of the state services available."

"Yes- they have a blind girl here- students read to her."

"Yes, briefly; in the literature for young adults course- not enough for anyone in the public library field- but OK as an introduction- bookmobiles, aid to the Spanish-speaking, etc."

YES comments:

"Good in that some courses touched upon it- Houlroyd (had a discussion)..."

"Yes- blind and handicapped services- I keep people in this program advised of what I have and what is available."

"Quite a bit."

"Covered in the public libraries course- going out into the community- materials for ethnic groups- etc."

"I did a paper on that- on library service to the Spanish-speaking. There was some discussion."

"We went into it well."

"Yes, OK, usually the underprivileged, black population."

"Covered well; for public libraries."

"Only in public libraries- the handicapped, blind, deaf."

"Blind, handicapped students here- I try especially to help them" (detailed special services for them) "Feel GSC did teach this- the informality and emphasis on going out to the user."

"A speaker in the seminar- from the State- really inspired us- Mrs.Madden."

"The selection course did cover the required skills- we were taught to select for all groups in the community, not just the usual ones. I'm attending the Child Development Center each week for story hour-"

"It was mentioned- to set up volunteers- not much- but then each situation is so different- as long as you're aware of the need to go out- "

"Thompson brought this out very clearly. I think of the black people who come in to (this library)- they do feel welcome."

"The course on current issues- writing a thesis- my topic covered this somewhat."

Our graduates appear to divide "outreach" into two distinct categories: serving those physically handicapped, and serving those disadvantaged by race or poverty. It had been the latter I meant by the question. Even then, some do not realize the concept is supposed to mean "reaching out"- an active role by the librarian in seeking people who are not traditional users, designing services to meet their needs, and thus persuading them to use the library's services and resources. It means rather more than simply welcoming them when they do happen to come in, though that is of course a necessary step. Several mentioned quite approvingly the annual visit of Mrs.Doreitha Madden, of the State Library, to address our thesis group; she always transfers some of her own fire to them, her enthusiasm for serving. Unfortunately some must have been absent and a few others did not remember. I think the replies to this question indicate we need to do more than in the past, in a way that reaches everyone; too many librarians are still just serving whoever happens to come in the door.

"How well did your GSC library courses prepare you for: Laws, regulations, legal problems of the profession?"

In some interviews, this question was phrased "...legal and legislative bases of library service?" Here the wording did seem to make a difference. Graduates were not as likely to respond with more than a cursory "yes" or "no" with this earlier form. I had to probe, with mixed success. The new phrasing, as shown in the heading here, was more successful in stimulating thought. Unfortunately, in both cases the graduates immediately thought of censorship problems and had room in their minds for little else, in all too many of the interviews. Therefore the reader will find some comments here that are relevant to the items in this paper covering that area. There is also a certain amount of overlap with the "outreach" question, in that some of the graduates were made to think of the State as a legal entity-- their desire to know more about State agencies and their functions, how they can assist the librarian, etc.

First I will summarize here the responses which consisted of simply "yes," or "no," or one or two words easily placed along a five-point scale. As with other items in this section of the report, respondents frequently said "yes" to signify they felt the coverage was satisfactory, and "no" to signify it was either not covered, or was unsatisfactory. However, if the coverage existed, but was unsatisfactory, rarely did the person simply say no; he or she went into detail.

NO	17
very little	3
don't know; little....	3
some........	1
YES.........	11

This accounts for 35 respondents. The others had comments that were long enough to be worth quoting; they are listed, beginning on the next page, in the same sequence as above: that is, the ones deemed most negative are given first, gradually becoming more positive. There is no sharp line indicated between them for I believe such would be illusory; it is a matter of very personal opinion where the comments for "no" end, and the ones for "very little" begin, for example. However, it is clear that the weight of opinion is on the negative end. In other words, more graduates are dissatisfied with us in this area, than are satisfied.

"No recollection- need to know State agencies- how they work- am helped now by being on the board of NJSMA and the area library."

"Nothing on this- heard that we are legally responsible for the equipment- surely library law is a topic that should be covered, especially in these perilous times for librarians- censorship, staff reductions, etc." (this person not only commented briefly during the interview, but sent me a card later, re-emphasizing the importance of library law.)

"It's frequently a problem, such as in censorship."

"Not covered; no need for it." (middle school)

"Never mentioned."

"No, and it's very important- Title programs, etc."

"Wish I had more on this."

"Should have outside readings for it."

"No; cover it if there is a need."

"Only touched on problem of censorship."

"Not much."

"Was told nothing about the State requirements of reports, regulations for aid, etc.- the administration course (case studies) was all based on school libraries. I have no contract on this job." (public library director)

"Censorship? Very little."

"Very little- would like to know more about professional organizations, State agencies, their functions."

"Weak- especially public librarians need this- and especially directors."

"Not gone into well."

"Not much on it."

"Maybe a little- certification?"

"Not laws, but we were told to have policies, forms for complaints, etc."

"To some extent- if I had to, I could look it up."

"Just in book selection-- right to read."

"Mentioned briefly- mainly in selection courses- right to read, etc."

"I knew the problems of a teacher, not a librarian. Was on a local public library board, so familiar with public library laws."

"Want more." (two persons)

"Recall a little on public libraries."

"Talked about- it's hard to separate from job experience."

"Need more on that- would like more involvement with censorship, etc., because of current trends today- book selection policies- needed in case."

"Sketchy- some discussion on certification, that's all."

"Remember discussing it in a course."

"To some degree- little."

"Fair- could have used more."

"Covered in administration and elsewhere- not extensively."

"Cursory, very brief in a couple of courses- need more, especially for public and college libraries- need to know how to apply for grants- Title programs."

"Yes, OK- grants were not covered- we had responsibility, censorship, right to read."

"OK, went through library handbook, etc."

"Pretty well- New Jersey laws, etc."

"Yes- Title programs, school boards, public libraries, etc."

"Yes- can't recall his name- a man from Pennsylvania- a very good course."

Because of the lack of clarity in graduates' minds as to what was meant here, I cannot be sure of the meaning of the simple YES and NO answers given earlier. The question, in other words, turned out to be more complex than I had anticipated. The remedy is to be more precise when this survey is taken again. However, the present results are certainly helpful. We can see areas that (at least in the past) were not covered enough, and that are desired. Some could be built into the courses, some into workshops, some into field experience.

"How well did your GSC library courses prepare you for: Evaluating library services?"

On some early interviews, the written form of this question was "...evaluation of library service?" but this seemed to make no difference in the responses.

"Yes-well."

"Not much."

"Yes."

"Fine- it was mainly on schools."

"Need more."

"They don't come right out and call it that, but it is done--in administration, etc."

"I don't know- we should have had it."

"No."

"Yes- it was particularly good- class discussions involving instructors and fellow-students."

"No."

"Yes- it was covered generally- the characteristics of a desirable program."

"I got it from somewhere- cannot recall the specific course coverage."

"No."

"No- I learned how to do it by being on an evaluation team."

"We did evaluation in some courses- Q & A sessions were often evaluations- and my thesis was an evaluation."

"It was covered."

"Well-prepared."

"Not much- but I did take a Rutgers workshop in evaluating your services- utilizing your time- planning your time- it was very helpful- It was heavy in work requirements- you had to check your own job- last spring, it was NJSMA-sponsored, with Dr. Liesener from Maryland."

"Yes- in the organization & management course and also in a Sellers course."

"OK."

"Yes, OK."

"Covered OK, generally."

"Don't recall."

"No."

"Covered very well."

"No."

"Yes- covered very well by Sellers."

"OK."

"Don't remember."

"Well-covered."

"We got general guidelines- time and cost analysis- not much on library services- we do it (here) by talking to teachers and students."

"Yes- could improve by having a self-evaluation system- make you able to evaluate your own operation- get a comparative status."

"Yes."

"Yes."

"OK."

"Yes."

"Very thorough personally because my thesis was on it. Use the NJ Blueprint for Media Services- I borrowed your copy- it was not covered in classes, except that the ALA standards book was purchased." (refers here to the fact that this book is/was one of the texts required for purchase, but apparently this graduate feels the topic was then not discussed in class)

"Average."

"Yes."

"No- the management course covered so many things in so short a time- maybe make it two courses instead of one."

"Good."

"Don't remember."

"Don't recall any."

"Yes- administration course- common-sense, from my teaching experience. Serving students, etc."

"OK."

"OK."

"Yes, OK."

"Don't know- maybe you need more- test the children at the end of the year?"

"Administration course- but not enough that I feel confident- maybe the administration course should be two semesters."

"Very little."

"Yes- did some with Thompson- he came and talked to us in the Independent Study."

"Don't recall- can't answer."

"No."

"Yes."

"OK- community surveys, etc."

"Not too much- except how many AV you should have."

"Good."

"Yes, what good library service should be."

"Yes."

"Need more."

"Just covered in a brief, general way."

"No."

"No- not nearly enough- I can't recall any."

"OK- we did that."

"No."

"It did not (prepare me)..."

"OK."

"Don't recall it at all."

"OK- fine."

"Yes- we visited libraries- were told what to look for- this helps. You always see something you can use."

As with most other questions in the interview, the graduates and I had some conversation along with the formal question--in fact, I tried to draw no sharp line between the two. The general tenor of this conversation was to the effect that I could see a number of them had forgotten the course coverage because they felt "evaluation" was something you don't have time for on the job. It's conceived of as something you do if it's required by higher authority or an accreditation visit.

In several cases, for clarification, I described evaluation as something you do informally and perhaps unconsciously all the time - being human, we are always making comparisons between a given state of affairs and our idea of how that state of affairs should be. Evaluation in a professional sense is being aware of the process, organizing it to assure all important points are covered, and building this into the normal process of continual examination of operation. In the full sense of this, very few of our graduates are doing any evaluation.

However, the question was whether they felt the courses at Glassboro had prepared them to do it, not whether they were in fact performing evaluation, and the very mixed responses would indicate that either the Glassboro instructors were sometimes very good at this and sometimes terrible, or that students are having trouble with selective memory failure. As it is difficult to believe so many people went through the curriculum with nothing being said about evaluation, I prefer the latter.

In those cases where the graduate remembered it being covered, it seems to have been mostly satisfactory. A few who went into public library work commented that the work was all or mostly on school libraries, which was natural at the time, but we have since reformed. A combination of classroom principles and an opportunity to visit operating libraries to apply these seemed well-received. How would librarians in this area feel about a more comprehensive program of sending our students out to evaluate them? This might get delicate diplomatically.

The great need is to have formed a sound concept of what to expect, both qualitatively and quantitatively; both as to materials and as to services. Especially those who have not previously worked in libraries need help here.

"How well did your GSC library courses prepare you for: Handling intellectual freedom issues/censorship?"

Other discussions of this topic will be found in the section where graduates were asked how much of the purchasing of books, etc., is within their control, and how often their judgments on selection are reversed.

"Covered well- a subject very dear to librarians' hearts."

"Touched on- there were some student reports."

"Covered well."

"Well-covered. I have all the Packard books except Sexual Wilderness. Have had 16-year olds wanting books on abortion. The previous librarian kept them under the desk. Also we have no art books with nudes because people might look at them; I feel we should have them (but) the trustees worry about young people reading the Exorcist (and similar things)." (public lib.)

"Adequate."

"Got enough- can cover it in literature."

"No- I did collect a file of magazine articles- not a sufficient basis."

"Yes- well covered- especially for public libraries- I had a question raised here on an English Dept. book- I researched the question for the Board- it was on literature of the unusual- for the senior play this year, the kids wanted to do Jesus Christ Superstar- there were objections. I dug out reviews" (which substantiated that the book was well-reviewed) "and also helped the local public librarian on an intellectual freedom issue. Glassboro's coverage helped greatly, it was well-done." (head of high school library)

"You should stress it more. The librarian should know exactly where he stands on which books to have on the shelf- where do you stand on refusing to take a book off the shelf?-- we had a problem last year." (middle school) (we had a discussion in which I brought out that there is no absolute protection one can lay down, or learn in advance.)

"OK- it was touched upon- I did not have strong feelings about the issue- was concerned about it but the mechanics of it were weak. Censorship was discussed but did not make an impression."

"Yes- covered very well."

"Yes- discussed well- we have no written policy here- I and the high-school librarian researched and presented a policy but they would not even discuss it."

(the librarian quoted at the bottom of the previous page is at the elementary school level in a conservative small town, and further explained that the school administration as well as the Board were fearful that approving a policy would itself lead to trouble.)

"Discussed- yes, well-handled. Cramer in library administration. I have had no trouble yet." (public library)

"Last year, the Board finally set up a plan to review books on which there was a complaint. It was fairly well covered at GSC but not well-covered. We had ALA procedures, some discussion." (elementary school) (this is in a large town with a high proportion of upper-income families)

"Covered well; there is no Board-approved policy here yet." (high school)

"Very well-handled. One of the best. Such issues- we must always consider this." (large public library)

"OK."

"Covered to some extent- I remember going into it- there was some research- suggested someone for the intellectual freedom committee of NJLA."

"Yes, quite a bit."

"Yes, in several courses- teens and public libraries."

"Some, adequate. A lot depends on your own situation."

"Yes, OK."

"I remember it well in your class. Am still a little hesitant to know what to do if a parent protests a book. No actual cases yet, though had a couple of hints." (elementary school)

"Yes, discussed a good bit. Sometimes I worry about the nitty-gritty."

"Yes, OK- book selection policy, etc."

"Very well covered."

"Covered some but not in depth."

"Yes, very good. I did a paper on it."

"Covered OK."

"Covered OK."

"Not ever a topic of much interest (to me)..." (college)

"It was discussed quite a bit- also we discussed it here on the job- (at GSC) it was geared to print entirely- you need some in the non-print area. Content vs. technique; it depends on your backing." (high school)

"It was brought up- but we were just warned of it- not much. I sent a policy over but it always stops short of the Board- they seem to be afraid to mention it- a question did come up this year; I had forms prepared and they realized they were useful. Still, there was no board approval." (high school)

"Yes, fine- I have a book selection policy and blank forms for complaints." (middle school)

"Well-covered, in many courses, including book selection courses."

"OK."

"Yes- I remember it as a very hot topic."

"We talked about it 3 or 4 times. Willett gave us several book selection policies and recommended not accepting a job where there was no policy. Thompson discussed it in the Young Adult course." (elementary school) (this librarian added a long description of specific situations, which I have included in the part of this paper referring to purchasing problems.)

"Average."

"Yes- well."

"Yes, OK; censorship again and again."

"Good."

"Good."

"Covered in book selection course and also Library Organization & Management."

"It was discussed- I got a book selection policy approved here as a result- covered by Houlroyd- the policy has now been watered down to some extent." (junior high)

"OK- also there was a county library speaker on it- fine."

"Yes, OK, a lot."

"Courses were fine. I read Little Black Sambo (to the kids) with names changed and they like it." (elementary school)

"Controversial issues here still include Evolution vs. Bible creation." (high school)

"Almost every class touched on it- yes- it seems so easy in class and so hard in practice." (elementary school)

"Covered pretty well."

"Quite a bit on that- in several courses. I did a paper on that in Thompson's course."

"Oh, yes, definitely."

"It was covered in a lot of courses."

"OK."

"Yes."

"OK."

"Covered somewhat- I feel no lack in it- there was some class discussion."

"Was covered- good."

"Yes, OK."

"OK."

"Covered well- plenty of it."

"Got that from you- very interesting- well-covered- it was enough- not too much- lots of sources were given." (middle school) (this librarian's discussion with me indicated that she will never have any trouble, as her standards are exactly in tune with her community.)

"Yes, in various courses."

"OK."

"What books are banned and why- OK- administrators tend to get more upset than teachers- Malamud's "The Fixer" was a problem in the summer reading program. One parent protested that book. The district has no policy- I formulated my own. The administration questioned me- the teachers wanted the book- it was reviewed very well." (high school)

"Yes."

"I believe this was talked about in the Literature for Young Adults course."

"Covered it- would have wanted more- find it one of my biggest problems at the junior high school level- selection of fiction for kids- where to draw the line- many 7th graders are not yet ready for what the 9th graders are reading- "Go Ask Alice"- it was requested by the kids but--- I could have used much more discussion (in class)."

"Brief- in two courses- book selection and administration- you probably don't need a lot on it- communicating with your trustees and developing a policy was covered well- (we got) a sample code."

"Yes, covered several times. (Another librarian in this district) worked up a book selection policy, which is now district-wide. We were so impressed with the need- it is important." (junior high school) (the other librarian referred to is included in this survey as well)

Some of the graduates gave me examples of their problem areas instead of an evaluation of how Glassboro taught this subject, but as this too is useful I recorded it and generally tried to lead them back to evaluation. Where none is found, my attempt was not successful; emotions are strong enough in such cases that the librarians are deeply interested in sharing an experience with someone who will understand.

A few respondents could not recall this area being covered, or felt it was covered little. This is hard to understand, as all the faculty are interested in it, aware of the problems, and teach courses in which it can justifiably be included as a unit.

One cannot help wondering whether class discussions of problems arising from citizen/parent complaints may not sometimes make the librarian anticipate problems which do not arise-- possibly leading to self-censorship? Still, avoidance of the subject is no solution. Our students read the newspapers and are aware of the serious consequences in some areas, such as West Virginia. We in the library school can prepare them to have a considered response to complaints, for no matter how well a librarian does the job, balancing the collection, there will be those who do not agree it is balanced.

One thing we must do is avoid indoctrinating the students with the preconception that this is "the goodies" (us) against "the baddies" (those who complain). Sometimes we do mistakes- and even when we do not, the public has a right to question us, as they do with any public servant. I try to urge my students to build into their selection systems safeguards against personal bias, plus sufficient consultation and discussions with the public that no one can claim to be ignorant of the library's policies. Talks to the PTA- newspaper columns- all simple enough inoculations.

"How well did your GSC library courses prepare you for: Understanding the place of libraries in society?"

On some early questionnaires, this was phrased: "...functions of libraries in society?" There was no apparent difference in responses. (Nominal phrasing of questions was, in general, not critical in this survey because they were asked in person, and were thus easily clarified; also, the question stated was usually only the first of several in a short conversation.)

"We were dealing with school libraries then- not public ones." (it became clear that this person, as with several others, saw this question as referring only to public libraries. I think this is because many people think, without being aware of it, of school libraries as having a place in the school, period. When it comes to 'society', the real community, then the relevant type of library is the public library.)

"OK."

"Well-covered."

"Yes- in all courses."

"OK."

"Need more."

"No- not too well. It's a very important phase- the library must fit in somewhere." (high school) (I inquired further and this librarian seemed to have no clear picture of how a library does serve society.)

"No- I took other courses." (This kind of reaction persisted, though I repeated frequently during the interviews that I was interested in how a certain area was covered, regardless of the course in which it was found, and that a given area might well be taken up anywhere in the curriculum.)

"OK."

"Weak- the political aspect was not adequate- the library as a political unit." (college librarian)

"OK."

"Yes (OK)."

"No."

"No."

(the next person's response was too long too give here, but she associated this question with that on the course in "History of Books and Libraries", obviously thinking of "place in society" as a historical concept, not a current one.)

"In most courses, we tried to discuss this. It changes. Even the definition of a library- I'm not sure about preparing for the new idea of an information center- you may heed to cover this more- you stress books too much- you also need recreation other than reading, such as programs." (public library)

"Ok."

"I picked it up somewhere- do have a well-defined concept." (conversation revealed this person does indeed understand it very well, but is not sure whether that originated in our courses, or on the job.)

"No."

"Probably in the public libraries course- different types of people, communities served."

"Yes."

"Yes, in an introductory way."

"Interesting- in the History class- I got a good picture of it."

"Yes."

"Don't remember it but feel it was there."

"Well done."

"Not covered."

"Fine, well done."

"OK."

"Yes, OK."

"Covered in a course I took at Drexel." (ouch)

"Definitely quite well- public libraries, county, research libraries." (I believe this high school librarian was thinking of the State structure of successive levels of service for ILL and reference.)

"Yes, OK."

"Not covered much- more is heard now on it."

"Definitely yes- problems were covered."

"OK."

"Referred to, in passing, by all profs." (This is the kind of thing I meant in my earlier comments: that some graduates did not realize these questions covered topics not restricted to any one course.)

"No- I assume it would have been in the History course." (see comment earlier)

"Average."

"Some."

"To some extent; function (of libraries) has changed greatly (recently)."

"Very good- can't recall where it was covered."

"Good."

"There was high regard for this all along- probably reinforced."

"No- not specifically."

"I'm sure it was covered- feel I do know what the place of libraries is."

"OK."

"OK."

"A little- don't know because not used (on the job)." (elementary school) (note comment above wherein I noted that many school librarians do not seem to think of their libraries as serving society.)

"Selection- how the library has to change with public tastes- you must keep up with the times. Services are obvious- to provide information and materials- resources- much more than just books- do everything you can for your patrons." (public)

"Part of History course and Public Libraries course- covered OK."

"Fully."

"Yes."

"Covered in History course." (History of Books & Libraries)

"Yes."

"OK."

"Covered somewhat- some discussion."

"OK."

"Could have had more- seems important- what a library can do."

"OK."

"Crucial! relate to cities, growth of urban areas." (public)

"No- History of Libraries didn't cover this enough."

"Pretty good."

"Yes- with the History course."

"OK- well- we talked about it."

"No."

"Yes, in History of Books & Libraries course."

"OK."

"To some extent- bookmobiles, etc.- covered fair."

"Yes."

"No."

As my comments have indicated, while most of the graduates felt this was covered adequately, most of them also tended to perceive the area as a historical one. Frequently the immediate reaction to the question was to refer to the course in History of Books & Libraries. The "place" or "function" of libraries in society is not seen as a current, "now" topic; I would say most of the graduates thought of the historical growth of libraries and their evolution in forms of service. Needless to say, this was not my intention. However, we can probably say that a librarian who is taken aback by being asked about the place of his library in society is not doing much thinking beyond the day to day routine. Also, school librarians were narrower in this regard than public librarians, for they tended to see the school as their 'society', not the community served by the school. I was pleased to note that a few graduates understood exactly what I meant and had obviously already considered where their functions "fit" into the community. Do we need to do more in the curriculum to help more students see this perspective? It should lead to greater job satisfaction as well as more integrated performance. I am not satisfied with the results of this question and plan to look into it more comprehensively.

"How well did your GSC library courses prepare you for: Understanding the physiology and psychology of reading?"

This question usually took the graduates by surprise, for they tended not to think of this as an aspect of librarianship--though it might well be, and in fact is in some schools, which is why I inserted it. While the topic may be referred to in some of our courses, usually one's first reaction is to think of it as the proper field for a reading specialist. But what else is a librarian? This is one of several questions I used deliberately to prod the perceptions of the graduates, for I had no reason to believe they had really covered anything on the physiology of reading in our courses, and anything on the psychology of reading was probably described as something else, such as analysis of reading interests.

"Yes- the habits of readers, what they want, etc."

"No- I took some courses in it for my teaching certificate- it was weak there, too- (a librarian) needs more." (high school)

"Not much- need more in it- could profit well by (having) reading level analysis- like reading teachers." (junior high)

"Yes, in many courses- I picked up some here and there- it was well-covered."

"None."

"None."

"No- not at all."

"No- never. My sister is a perception teacher- who went to Glassboro. Yes, I would like to know more."

"OK."

"Houlroyd covered it well for adolescents- analyzing why they read certain things."

"No- not covered."

"Yes, OK."

"No."

"In education courses- not in library courses. It probably should be covered. We should be able to determine reading levels of materials- because even in high school you have children reading at the 3rd grade level." (elementary)

"No. I took a course in reading, but even that didn't go into the physical side."

"Not covered."

"No."

"Don't recall it- I took a reading course as an undergraduate, but there was nothing in library science."

"Yes- in the book selection courses." (we would expect some reference to the psychology of the user as a factor in selection of materials)

"No."

"No."

"Yes- very little."

"Not much- could have used more on the relationships between reading and the library itself."

"Yes- why people read."

"No."

"Not particularly."

"Not in library courses- in the reading courses, yes."

"Don't remember- Sellers went into psychology of children to some extent; Thompson with young adults."

"Not the physiology- it's not really necessary- but there was a little on psychology."

"No. It would be helpful- physiology, reading problems, though not covered. Psychology not covered."

"Not mentioned."

"Not much."

"Not covered."

"Not covered."

"Yes- the attitudes of different age groups- communities- their preferences in books."

"No."

"No- I was prepared as a high school teacher (but) never had a course in reading. Feel all librarians should take a course in reading. I pick up a great deal from the excellent reading teacher here. Of course, elementary school teachers may already have it- it would vary by background." (elementary libn.)

"No- not covered."

"Average."

"Don't know."

"No."

"It was well-covered somewhere."

"Fair."

"None."

"Covered in teaching, not in library courses."

"Generally (covered); not much."

"No."

"Not much- I had it in teaching- need a lot more (of it) for librarians."

"Yes- in the literature courses."

"Can't separate this from (recollection of) reading courses."

"None- there should be more on reading in library courses."

"No -not covered- possibly there was something on the atmosphere (such as putting pillows on the floor, making the library a pleasant place- nothing on physiology.)."

"No."

"Yes- very much so- in your course." (this bewildered me because I did not remember ever teaching this area. The librarian, a nun, was in only my Literature for Young Adults course, and appeared to have been greatly impressed by it, so I must conclude that either the halo effect is operating, or I have forgotten exactly what I covered at that time.)

"Yes."

"Learned it in educational psychology (and other non-library courses). Took a course in the Reading Dept. because I felt I needed to understand the problems." (vocational school)

"Not covered."

"No."

"A little- maybe on teenagers- nothing on physiology- it would be helpful to learn something about reading levels- having children of my own helped- it's vital in elementary schools."

"No."

"Nothing- I had no education courses."

"OK."

"More important than history. Why people read."

"Houlroyd to some extent (young adult course). Other instructors referred to it."

"No- I had some as an undergraduate." (teaching courses)

"Very little."

"OK- covered very well in young adult and children's courses."

"Yes- probably in children's lit. and book selection for both elementary and secondary schools."

"No."

"Could have used more."

"In the young adult course- needs more attention."

"Yes- except kids are not reading as much as they used to." (grades 6-8)

"No."

It would be fair to say, I think, that a majority of our graduates would like to have had some instruction in the reading area- how to determine reading levels of materials, how to recognize the reading problems of a library user, how to analyze attitudes of users. A number of these persons already had some, which they got in education courses as former teachers. However, those who said they want this area were almost all school librarians; the public librarians seemed less interested. There was little interest by anyone in the physiology of reading. Those who said they had nothing at all in this area either have forgotten there was a little (at least) in literature courses, or happened to get adjunct instructors who omitted it. I think we do need to look into providing more here, either ourselves or through other departments.

"How well did your GSC library courses prepare you for: Understanding major problems in education?"

I included this question on the basis that librarianship is a part of the world of education (broadly defined- much beyond that of the schools) and that therefore it is of interest whether librarians are acquiring much understanding of the major problems in education. However, as most of our students come from the world of the public schools, they interpreted "education" as pertaining to that world. Nevertheless, some useful information was turned up.

"Yes- but probably in education courses." (meaning that the respondent feels aware and informed in this area, but that this knowledge did not come from our courses)

"No."

"Yes- in the education courses, not library science."

"Some."

"None."

"None."

"No- I tried to avoid courses in education."

"No."

"Yes- OK."

"No- weak."

"No."

"Yes, OK."

"No."

"In the education courses, not library."

"No."

"It was dealt with but no stress put on it- a library of course deals with it-" (public librarian)

"No- from my education background."

"I made it a point not to take education courses- it was not covered in library courses per se."

"Don't recall."

"Yes- in selection of materials for teenagers." (I find from the list of courses taken, that this person probably means the course "Studies in literature for young adults")

"No."

"Not in a library way."

"Not much in library science courses- I did a lot on major problems in education at (undergraduate university)."

"Yes, it was discussed."

"Yes, possibly in education courses- not in library courses."

"I don't know since I've been a teacher for some years."

"Not in library courses- education courses, yes."

"Yes, in education courses."

"Some of it- we discussed underachievers- ethnic backgrounds- not much."

"Not much- probably in casual class conversations."

"Not mentioned."

"Only in graduate level education courses- not library."

"Not in library courses."

"Not covered- I obtained this from reading."

"Yes- need for teachers to know what is available- ties in with history of libraries- how it has greatly improved." (college)

"No."

"It would be interesting to take them up as they were topical, but not formally, such as the West Virginia case."

"Not remembered- I began a course in curriculum but dropped it when I found it was not required."

"Average."

"I had a summer course in Foundations of Education (Jensen)- planned to get a school library certificate." (implied it was covered then. This person now works in a public library.)

"No."

"Fair to good."

"None."

"In teaching- not library courses."

"One course (required) in curriculum- not library courses."

"Not sure when it was covered- education courses?"

"No."

"Not in library science courses- probably in teaching."

"I took one education course- it was terrible- this was not covered in it."

"No, except for group discussions with other students."

"No."

"Yes, in the literature of behavioral science course." (one major unit in this course is the literature of education, and the assumption must be that there was coverage of content as well. I find in the list of courses taken that this person had that course with Mr.Tubio, and there is a notation that it was taught by "handling questions.")

"A little weak."

"Education courses, not library science."

"None of the education courses covered this- they should have."

"Discussed in teen-lit. and children's." (I find from the list of courses taken that this person had "Studies in literature for children" and also "Studies in literature for young adults." These are apparently the courses referred to.)

"Curriculum was discussed- adequate."

"Covered in Foundations of Education course- not by the professor but by groups of students."

"No."

"OK."

"For school librarians- not for public librarians." (my recollection of this conversation is that this public librarian meant, there is no need for public librarians to know of the major problems in education. As indicated above, I disagree with that viewpoint. However, it seems possible the librarian was referring, narrowly, to problems of school administration.)

"In education courses- not library ones."

"No- actually, I was glad not to (cover it)."

"Very little."

"Education courses- not library."

"No."

"No."

"OK."

"Not covered- I did get it in non-library courses- the general undergraduate programs covered it."

"Yes."

"In the non-library courses we were required to take- the man was prejudiced against librarians- I didn't like it because he didn't teach." (junior high school libn.)

Obviously, many of our graduates received no background anywhere in "major problems in education," and of the others, almost none received any of it in the library science courses. It is a valid response to say that they should not have expected to find it in the library courses.

As noted, however, I regard librarianship as a part of the larger world of education (nor am I alone in this) and indeed the State of New Jersey appears to be moving toward recognizing this by talking of including public libraries in the new reorganization of education under the "through and efficient" system. There was no question, of course, that school libraries were already within that T & E area.

It might be worthwhile for us to consider at least a few of the educational problems facing American society today, and to build these into the curriculum-- though it seems certain that some are already there, though our graduates do not now recall them as such. For example, the problem that so many people are functionally illiterate- schools are doing more in this area than ever before (largely because these students are staying in school longer instead of dropping out) and public libraries are providing both print and non-print materials, and special programs, aimed at these groups. In recent years, too, a return of the pendulum toward increased specific preparation for a career (as opposed to general, liberal broadening of the personality) has required librarians to stock more materials on occupations and careers. Education? We're all in the middle of it.

"How well did your GSC library courses prepare you for: Bibliotherapy?"

"No." ('no' signifies it was not covered)

"Yes- in a student project." ('yes' signifies it was covered; unless qualifying terms are added, the meaning is understood to be that coverage was regarded as adequate.)

"Yes- covered well with Mrs.Nipe."

"Yes."

"None- there was a brief report in one class."

"None- nor is there a great need."

"Pretty good."

"Not at Glassboro- covered in a course on adolescent literature taken at (another college)."

"So-so; a little bit."

"Not really touched upon."

"No."

"OK."

"Just with children- Sellers course- occasionally as a children's librarian I have worked with parents whose children have problems." (public library)

"I'm personally interested in this- got into it on my own- thought it was fascinating- more should be done with it- not much is being done on it. It was only a suggested topic, how different books can zero in on a child's problem. We need lists of books that exactly show the problems covered. There is an old list; last year, Instructor magazine had a list; (making a better one) could be a master's project." (elementary school librarian)

"Yes- probably in a reading course- I'm not sure. Geared to prison libraries, handicapped, patients, etc."

"Briefly- some little discussion."

"Yes- some."

"Discussions- a friend did a project on it- I was personally involved."

"I did a paper on it- we discussed it quite a bit- in the book selection course."

"(yes), in the Sellers course."

"No."

"Yes."

"Some- one master's project was done on it." (several graduates have referred to this- undoubtedly it was impressed on them because master's theses are discussed among the class members as they progress toward completion- thus, all members of a class are familiar with each others' papers.)

"Some discussion- not deeply- could have more- there were some reports."

"Yes, OK."

"Only talked about briefly."

"No."

"It was mentioned."

"Covered OK- to some extent- book selection courses."

"It was a unit in an undergraduate course- was exposed to it well."

"Yes- covered in one course- it was well-done."

"No- sounds as if it should be covered- there was just a little on finding interests."

"I wrote a paper on it."

"Yes, in all courses, especially the seminar."

"Covered some."

"Yes."

"I only heard the word when someone chose it for a thesis."

"Average."

"No."

"Not here- took it in a Temple Univ. course."

"Good."

"None."

"Some- a little."

"Yes, OK- it changes all the time."

"I tried to do this kind of thing- but do not recall it in courses."

"Mentioned- didn't sell it- slightly."

"Yes, OK- good- I have some bibliographies on it- not sure where it was covered."

"A little- it's not very successful where tried."

"No- it doesn't ring a bell."

"I recall it- some- briefly- we were made aware of it- it's a tricky area."

"In part."

"Don't recall it- maybe it was in one of the courses I didn't take."

"Some discussions- some projects- individual interests."

"No."

"Yes."

"I recall discussions- little, but adequate."

"No. Maybe it was in children's literature?"

"Sellers discussed it several times. It should not be dealt with unless it's done very carefully and correctly. You can do harm with amateur psychology." (public library)

"Ok."

"Not too sure it's a problem- only in a general sense."

"No."

"Yes."

"Some- it could be a specialty."

"Yes- it was covered well."

"Yes- it was very clear."

"No."

"It was touched on- could have had a little more."

"This, and reading: covered in non-library courses; there was better coverage there than in the library courses."

"OK."

"Little or no coverage."

Much of the problem in getting clear answers to this question lay in the fact that most librarians do not agree on a single meaning for the term. Some use "bibliotherapy" to describe a process that is little more than giving each reader the kind of book he is most interested in, and in this very broad sense I am sure all of our students obtain something in several of their courses.

In the limited sense, of prescribing reading geared to a course of therapy (generally understood to be under the guidance of a psychologist or similarly qualified person) I am sure there was little in the courses these graduates took.

Some of the people I interviewed did not know what I meant by "bibliotherapy." In such cases, I briefly outlined the fact that it is used to cover the above wide range. However, those who did not know the term rarely remembered, after this short briefing, having even the matter of supplying reader interests. In other words, they are probably the least informed and aware of the graduates.

Probably a majority of the graduates regard this as an area of little value or need, and in so doing they are thinking of the limited definition. They are probably correct, then, that their own job requirements are very unlikely to include any need to perform "bibliotherapy." Does this mean we need not mention it in our courses? I think we do need to. An example is the one graduate who mentioned the need for caution in trying to be an amateur psychologist. Probably librarians need to learn a certain amount of restraint and humility as well as professional competence. Books do have an effect on their readers, yet if we become too involved in considering this effect on each individual using our libraries, we can be tempted to think we know better than he does, just what he should be reading.

It is more difficult to exercise restraint in a school library than a public one, for the omnipresent assumption in the school is that all activities are geared for having a designed result on the child. School librarians who simply give pupils what they want to read will soon be brought up short. However, the public library tradition (now under attack in high places) is for each reader to silently write his own "prescription" for reading, based on perusal of a widely-balanced collection. How many people understand how precious that tradition is?

"How well did your GSC library courses prepare you for: Cooperating with other libraries, either formally or informally?"

My intention here was to cover the complete range of possible relationships, from simply phoning once in a while for more information or to share the word on a good new book, to being a part of more formalized networks, either horizontal or vertical, through which materials and information are shared in the State or a region.

"Courses did cover cooperating with nearby school libraries. We do informally have interlibrary loan with (nearby special school) and are helping them with TV."

"Wasn't covered."

"Yes- there should have been more on establishing a common basis between school and public librarians- no one notifies the public library that kids will come in to request things- the school library can work with the public library."

"There was nothing on area library relationships, though they have been helpful. Need closer rapport with school libraries. (the local public librarian) has helped with this here. Glassboro could set up examples- where there is good rapport between the school and public libraries, such as in Salem; can give examples." (public library)

"Yes- in the administration course."

"Not covered."

"I don't feel the courses covered it-" (implied there were informal student discussions) "We actually do it here- it depends on personal ability." (this high school librarian tended to feel, on a number of points, that one is either inherently a cooperator, a good relater with people, or one is not.)

"I enjoyed the give and take in class, talking to other librarians, which developed me informally. We have an excellent area library." (implied this informal give and take is the best way to learn cooperation.)

"Yes, very much so- it was covered well."

"Very good."

"Very well."

"Informally, this is done here- with the public library, etc.- the courses did encourage this." (elementary school)

"I am doing it very much but don't recall it at school." (public library director)

"Some- interlibrary loan- just a little."

"Getting materials from other libraries- regional, State, the Tri-County Library Association." (high school)

"Yes, it did help. Remember using my own local public library in courses- in your course, the visit to the school library in Blackwood was helpful." (public library)

"Actually we do this here- the county library association, interlibrary loan. Not covered in depth in courses; discussed ALA code for ILL, not much else." (public library)

"Courses did encourage me to do this (I am very active at it in the profession). I find other librarians very willing to cooperate- have exchanges with (two nearby townships), our own senior high school, the local public library." (this school librarian exercises leadership in a library association and in the local public library as well.)

"Yes- in the administration course- county, public, State libraries. I worked on this." (middle school)

"Interlibrary loan (ILL)- that's about all."

"Yes, it's desirable (but) it was mentioned, that's all."

"Having two schools, I cooperate with myself!" (went on to cite how being in charge of both libraries made it easier to share materials) "It was not covered in courses."

"Don't recall much on it- would want more- one of the Title II grants is offered for cooperation."

"No- probably there was not enough time- you learn this on the job." (county library)

"Yes."

"Covered very well."

"Having my own situation in mind may affect my recollection. Probably not covered well." (elementary school)

"Covered very well- fantastically so- I am comfortable doing it."

"Pretty well covered."

"Touched upon- could use more emphasis."

"Quite well."

"Definitely OK- it has been a help." (high school)

"They mentioned it- a little."

"Informally, yes. It was covered. I am close to the town librarian." (middle school)

"Definitely yes- as soon as I came here, I studied the other libraries nearby- we cooperate with two colleges."

"No- it was not discussed."

"Fairly well- pretty good."

"We cooperate very well here (but) not recalled from courses." (elementary school)

"Average."

"Yes."

"Discussed a little- I got involved (with it) on the job."

"Not covered."

"Good."

"Good."

"Not covered too well."

"Very well. We use community resources- for example, a local company for interlibrary loan, which is very helpful. It was very well covered in the thesis course." (junior high)

"Yes- mutual help."

"Fine- I met a lot of librarians there (in the courses) and learned informally how to cooperate." (elementary school)

"Yes."

"Discussion of ILL- that's all. There wasn't too much because the first time I used ILL it was incorrect." (college)

"A little- my job needs don't require much." (elementary)

"It was mentioned that it's been done, but there was no formula given on exactly what to do. Many examples were given. Don't feel this would tell me how. I would have to design my own program." (public library staff, newly graduated) (Of course, this person will find by experience that there is no formula, no "exactly" what to do. Examples and discussion are probably best.)

"It was talked about- mentioned- nothing on specifically developing it."

"Yes- ILL- Camden County Library, Cherry Hill PL."

"Don't remember it."

"Can't recall anything on it, except ILL. Nothing on joint projects, working together (and I am doing this on my present job)." (county vocational school)

"Do not recall it. I have actually done it on the job."

"ILL, etc., but it was not stressed. There could be more on it. Could use something on local organizations and their functions, like the county library association." (public library)

"There are so many ways to help. We have much contact with the county library, etc. All librarians do cooperate. Locally, the Middle School (helps us). It must have been in the classes (but not remembered specifically). People who are drawn to librarianship are helpful. The Burlington County Library school services are excellent- of enormous help- they lend books, run seminars, etc." (elementary school librarian)

"Yes, it was well covered."

"We did learn that libraries are a network, and should be so- use of interlibrary loan." (public library)

"Yes, it was stressed- between school and public libraries." (middle school)

"Yes- I do a lot of it- it's hard to pinpoint." (described a number of specific situations) (public library director)

"Only through general conversations."

"No- there was very little- I didn't know about area libraries or cooperative relationships." (public library)

"Pretty well."

"Yes, OK."

"No, I don't recall it."

"No."

"Fine."

"ILL- no mention of cooperatives, regional organizations, etc., which are growing today." (college)

"Yes- sometimes we are too busy to practice it." (middle school)

"Not much- the librarians, school and public, in this town do cooperate." (junior high)

Cooperation between libraries? Certainly- who could take a stand against it, or admit to not doing it in practice, or not encourage it? But once we get beyond the simplest of informal arrangements, cooperation becomes more difficult to arrange and to maintain, more of a problem. I have been in discussions where this was analyzed in great detail, most notably by the advisory council to the area library, where I served for two years on the steering committee. If there is one fairly large library in an area, "cooperation" is likely to mean everyone else borrowing books and services from that one library, with that library rarely finding any need or opportunity to borrow from the smaller ones. The expense to the large library, generally not reimbursed, can be large-- but if the director thereof raises any objections, this is interpreted as being "against cooperation," and this is second only to burning books.

Our graduates seem generally not aware of these matters. They frequently respond with "yes, we do it" instead of analyzing whether cooperation was covered and/or encouraged in the courses at Glassboro. The great majority of "cooperation" now found among these persons is almost certainly at a very simple level-- there are few indications that they use their area libraries to the extent the latter would like- and an archaic system of financing county libraries in New Jersey continues to undermine them, the more successful they become at raising the level of local library service.

It appears that interlibrary loan (ILL) is well-covered in our curriculum, but few of the graduates felt we went much beyond that. Some believed we said nothing about networks, regional arrangements, and area libraries.

Things that should be covered in the curriculum were noted as including: joint projects by libraries (including the financing of these by grants); cooperation among various types of libraries in the same town; county and regional library associations; relationships with area libraries; cooperation between public and school libraries; using the resources of local industry. Desirable methods include: visits to various types of libraries; discussions, examples, and case studies in class; and general encouragement of the idea of cooperation. I would add to this: realistic views of the financing problems of networks-- how to establish a financing system that will strengthen desirable relationships and reinforce those librarians who move positively into it. We need a good survey of existing practices and costs.

"How well did your GSC library courses prepare you for: Studying your users and their needs?"

On some early questionnaires, this was phrased: "...making studies of users and their characteristics?" The final wording was a little more clear and approximated the actual question as understood by the graduate after a little discussion. It was explained, and I think all understood, that this was meant to include determining the needs and characteristics of persons who are in the library's designated service area, whether they are actually borrowers or not.

"Don't recall."

"I actually did study our communities from the 1970 census for Mid-Atlantic (accreditation) but don't recall whether I learned to do this in the library courses."

"No- not covered."

"Yes- (tell of) availability- how to help people."

"Not much on it- mentioned, but that's all."

"Adequate."

"If the librarian will correlate the GSC course content and understand the totality- (yes)- it takes personal character."

"No- yes, in public libraries. Area libraries do it. Not sure I learned this at Glassboro."

"Yes- it was brought out well- of course, your work (on the job) brings this out."

"It was touched upon- no more."

"No."

"Yes- covered OK."

"Part of procedures book- done very perfunctorily- I do know how to do it."

"No."

"No- it was more on materials, not on the people."

"No."

"Covered well, in book selection courses."

"Don't remember anything."

"Don't recall much."

"No."

"Well-covered."

"There was something on it- not much."

"Yes- OK."

"No."

"OK."

"Covered very well."

"Some courses went into this (such as) administration, but not deeply."

"I learned quite a lot."

"OK."

"Yes- it was discussed."

"Quite well."

"Yes, it was covered; I remember a unit on it. I can use it (on the job)."

"Yes- we had to do studies."

"Well-covered- in the book selection course?"

"Yes- administrative problems- what kinds of things each person needs- what kinds of people they are."

"OK."

"Only fair- maybe in the abstract- I can't judge until confronted with it- would like to make up an interest inventory but there is no time." (elementary school)

"No."

"Average."

"Don't recall learning it."

"No- not as to making a real study- The kinds of people who come in, yes."

"Not covered."

"Good."

"None."

"I have experience here- from teaching- not in the library science courses."

"No- not especially."

"Yes- OK- of course you do this anyway- naturally."

"Mr.West in public libraries course- there was some mention. We should have had more. Courses were set for school libraries."

"I don't know- in the literature courses, to some extent."

"Don't recall."

"No."

"It was covered well in selection and other courses."

"Very little- sidelights."

"Definitely (well covered)."

"Yes, OK."

"I have surveyed the students here but no one taught it in the library courses. It was assumed you knew how to do it."

"Only those who did it in their thesis."

"Yes. It's very difficult to do this right. It takes money, time, and staff."

"Not particularly."

"It was covered- it seemed very difficult- the job is really too much, to study 1800 people- seems impossible."

"Some students did surveys of readers- I didn't so had no coverage of this topic- it was not covered in class- I would need more."

"Yes."

"There was very little in the courses- you need a full course in measuring library use."

"Yes."

"It was mentioned- very little."

"Not too well."

"Yes, OK- I recall it- there was some project."

"I don't know- can't be sure where it was learned- on the job? It would be very difficult to teach- future applications are so varied- however, it should be learned."

"Yes, this was covered in "Literature of Young Adults." "

"Fair- could use more- it would be difficult to teach thoroughly- there are so many different levels."

"Not covered."

"Yes."

"No."

It would be fair to say that most of the graduates remember little or no coverage of this subject. My recollection of their attitudes toward this fact would indicate that most were not greatly bothered about it. It is as if "studying the users of your library" came under the heading of "nice to know, but not necessary."

The few who remembered the topic being covered well are added evidence that these graduates went through the program at a time when a variety of persons might be teaching. The College had not yet assigned all fulltime staff to the program, and there was (as stated elsewhere in this report) much unevenness to course coverage.

I do not think very many of our graduates are doing much in an organized way to analyze either their present library users, or those who might become users. A few commented that it would be automatic to be aware of the needs of users, just based on being present when borrowers select materials, but this is not what is needed if the quality of service, and the range of people for whom it is supplied, are to be raised.

We must remind ourselves that some of these graduates are really overworked, with too little time for many areas of professional service.

One librarian had an interesting suggestion: an entire course devoted to "measuring library use." While this would be beyond possibility under present State requirements, we can see to it that studying our service population is covered by a major unit in each student's curriculum.

"How well did your GSC library courses prepare you for: "Abstracting and indexing?"

I included this question as a result of examining articles in British librarianship and other areas. It was apparent that training for librarianship in other countries is much more likely, than here, to include abstracting and indexing. As a former special librarian, I had done much abstracting before attending library school, and found most librarians are not familiar with it. Of course, all of them have used abstracts when searching reference sources, but use the term "annotation" to describe a similar process. Strictly speaking, an abstract is simply a summary of a publication, while an annotation is partly summary, partly evaluation, but I find few people in the profession who differentiate.

"Don't recall."

"No."

"Nothing."

"Abstracting, yes- annotations."

"Fairly well."

"Covered in a course at Kutztown- not here."

"OK."

"No- very little."

"Very well."

"Lots of abstracting- no indexing." (this person felt very embarrassed not to remember more.)

"No- and I would want it to be covered."

"Some- in some course."

"OK- well."

"Abstracting for my thesis. Indexing- no; could have used more."

"No."

"Don't remember."

"No."

"Sellers course- and with Tubio- he insisted upon an abstract of paper."

"I always wanted more in this- didn't get it."

"No- very little."

"Not much- not recalled- it's not really necessary for this level- I'm not familiar with it." (elementary school)

"Don't remember doing it- I did do some abstracting, but not indexing."

"OK."

"Very well."

"Nothing."

"It came as a side area while working in the library with Mrs.Meyers. Also in Sellers course."

"Some."

"Yes, OK."

"Pretty well- I don't remember it specifically but could develop it from cataloging."

"A definite asset- did quite a bit of it- used it here on the job- getting information to teachers." (high school)

"No- it would be good."

"Not covered."

"Yes- we had to read books in children's literature and write an abstract- now I can do that very well."

"No."

"Yes."

"No."

"Average."

"No- (the director of this library) was saying it was important to know this- with newspapers, etc."

"No."

"Yes- one course discussed it."

"Fair."

"None."

"Need more in this- I do some here- do not feel very secure in it." (elementary school)

"We had to make up abstracts- annotations- not indexing."

"I think so- no real recollection."

"OK."

"Yes, OK."

"Don't recall."

"No."

"I wouldn't know how to index. Abstracting: we went over this in reference, but not very deeply."

"Only what we actually had to do for the courses, such as in Literature of Science. No indexing except in the automation course."

"In part- a little- I know a bit."

"Covered, but not much, in a cataloging course. It was hard because I was not working as a librarian then."

"Only to know what they are, not how."

"My paper did this." (thesis)

"Not stressed, but adequate."

"I heard the terms- not much on it."

"No."

"Not really- I knew it was done- a horrible job."

"No- I must have skipped that."

"Not a lot."

"No."

"Not very well."

"Yes, OK, in your course."

"No- other library schools do have courses in this. The State library will have a workshop in this- indexing local newspapers, etc. We are planning an index to the local centennial booklet." (public library)

"Yes, this was covered well in Inf.Stor. & Automation."

"Adequate."

"Yes- good coverage- very good."

"Not much- could use more, especially if changing jobs- I want to go into college-level work."

"No."

As with the preceding question (on studying users) the more satisfied graduates here tend to be those who graduated most recently. This would tend to satisfy us much more than the contrary would.

Before listing the individual responses, I stated that most of these librarians mean they learned to write annotations in our courses, not abstracts. As for indexing, almost none of them remember anything on this, though some said it was a desirable area.

Most of the respondents remember either little or no coverage in these areas. To some extent this is because of the confusion in terms noted above, but I believe it is also probably accurate in that neither abstracting nor indexing is believed by most of our graduates to be important to their daily duties. Therefore they not only were little interested if and when they were discussed in class, but also the students probably caused less coverage by showing that lack of interest.

One of the responses on page 81 leads me to suspect another source of error-- the eagerness of the graduates to give me a "good interview." By this I do not mean that they tended to give favorable responses (and this is shown by the large number who gave negative comments) but rather that they were probably reluctant to say they remembered nothing.

In view of the rapid multiplication of literature of all kinds- and the need for librarians to advise others of the materials available, in fairly brief form- it seems useful for librarians to learn how to write good abstracts.

Indexing is probably a lower priority. The public librarian is much more likely to need this skill than her colleague in a school. However, it should not require much time to build a short unit on this into one or more courses. Judging by replies, this is already happening, at least insofar as abstracting is concerned. The nature of knowledge and how it is communicated is a logical area.

"How well did your GSC library courses prepare you for: Commitment to the profession and ethics?"

In a few early questionnaires, this was phrased: "....professional commitment and ethics?" In this version, there is more emphasis on tying together the two concepts than in the one used in the heading of this page. I don't know if this made any difference in the responses; none seemed apparent.

"This would have to be covered- I can recall discussions, but not how well it was covered."

"Not for professional librarians."

"Yes- there was much on commitment- not on ethics."

"I am very enthused personally. Glassboro teachers conveyed it. They all seemed to like their work- you kind of caught this- they knew what they were talking about- all questions were answered, even if they were not relevant to the subject."

"Notremembered."

"Was not mentioned; should have been."

"Not too much- really I have the attitude that you wouldn't be in the program unless already had the commitment and ethics."

"Professional associations were not mentioned enough- especially the local and State ones. We discussed (ethics) in connection with AV copyrights."

"OK- it was brought out in every course, one way or another."

"Students in general, and the faculty- the general tone was excellent in commitment to what should be- throughout the curriculum- not as a separate unit, but built in."

"Covered very well."

"Very well covered."

"Relates to philosophy- was not discussed per se- we got it by osmosis mostly- teachers with high standards do it- would like to see the adjunct faculty upgraded- some who have left were indifferent- they didn't seem to care."

"No- not done."

"Yes."

"There's an unwritten aspect in courses but maybe you should spell it out more- students are committed by going into it, but develop it more explicitly."

"Yes- it was covered."

"Covered either in a course or a workshop- I can't pinpoint it- I go to so many workshops."

"Yes, quite a bit."

"Covered in the administration course- and it made librarians seem to be so important!"

"Yes."

"OK."

"OK- covered pretty well- several organizations mentioned for joining- I would have wanted recommendations. NJSMA? Which ones should be joined?"

"Don't remember- I had some ethics but it was in education courses, not in library science. Commitment: of course, overall, the people who taught us had the attitude of commitment, so it was taught by example."

"No- neither covered."

"Covered very well."

"Not much- I'm not sure what the ethics of library science are."

"Yes- it was good but could use more time on it."

"Pretty well hammered in: join associations, etc."

"Mentioned- OK."

"It was discussed- not much emphasis."

"Discussed in class- but it's really up to the individual- decide for yourself."

"Oh, yes, definitely."

"It was well covered."

"Yes- in the administration course- actually, in all the courses. You have to apply yourself. The basic rules are the same for all service professions."

"Yes, I guess."

"Yes, well covered."

"No."

"Average."

"Yes."

"Yes, to some extent."

"I had it long ago- Glassboro was not new."

"Fair."

"Good."

"I was already committed as a teacher. Instruction in the Library Organization & Management course was very strong- we got it there- and perhaps in the other courses."

"(same response as to philosophy) ... you are here to first serve the student, all his needs..."

"OK."

"I don't recall any formal coverage" (Q) "Only to the extent that fellow-professionals in the courses implicitly discussed it- you pick up the feeling."

"OK."

"Covered incidentally, along the way- not recalled specifically, nothing special."

"Covered some; enough."

"Would be heavy to cover- some people would feel insulted if the teacher thought they needed to cover it. Actually, commitment and ethics are taught by examples. You wouldn't be in the courses unless you have commitment. Courses can guide that commitment. Ethics: you'd have to have it yourself- the program can only channel it. I feel the program does do it OK."

"Not directly- probably it was more covered in undergraduate education courses."

"Oh, my, yes. Every course came up with that."

"Yes, it was covered."

"I feel it just evolved in class discussion- it was not a separate lesson or unit."

"Yes- Boltz covered it."

"Well-covered."

"Yes- probably in administration- discussed in joining associations, etc."

"Well-done, yes."

"Covered- perhaps needs greater depth- I was always a bit confused."

"Yes- in Sellers course."

"Yes- strong area- was covered well."

"Yes, some- need more."

"It came across quite well- professional status of librarians."

"Yes, OK."

"Yes- probably I got it in education courses."

"No."

"No."

"Excellent."

"Part of overall college education- can't point to any one course. It was built in; OK."

"Yes."

"Sort of permeated the whole thing- service to the pupil, to the teachers, etc."

Most of the graduates remember professional commitment- or commitment to the profession- as being an inseparable part of the instruction at Glassboro. For many years this has been the comment of supervisors (principals, etc.) in the public schools, who have employed Glassboro graduates as teachers, for it is no mere self-serving rhetoric to say this has been a tradition. One of the strengths of our training in librarianship is that it grows out of that very real commitment to service that every instructor feels.

Ethics: here the recollection is much more vague. We could assume the same overall attitude, and indeed commitment and ethics are allied. The danger of taking this for granted, however, is shown by the legal profession's disarray after Watergate.

So we must not take either commitment or ethics for granted. We who teach must assure there are discussions of ethical issues and that commitment is watched for application on the job. I think we are doing well now in these areas- but we dare not take our attention away.

"How well did your GSC library courses prepare you for: Ability to self-improve continually?"

This question was dropped on some of the later interviews, as it was apparent the graduates had considerable difficulty in remembering clearly anything specific about being encouraged to continually improve one's abilities.

"Can't recall."

"Yes- I think so- OK."

"Yes, so far as formal courses go. Well, we were encouraged to go to meetings, etc. Keep up with courses, read journals."

"Yes- some- there could be more."

"Should be stressed."

"This is a personal trait. Some do, some don't. I do attend meetings- can't answer as to whether GSC encouraged it."

"Not really- I do it myself- not sure about whether the courses covered it."

"Yes- covered well- I don't specifically remember it but I certainly graduated with it."

"I didn't think about it then. The notion of constant professional development was there. GSC represents the attitude of not knowing everything, the need to keep on learning."

"I suppose it was covered indirectly- OK."

"Yes."

"It's hard to say. A personal thing. I don't recall anything at Glassboro that encouraged it."

"It was stressed throughout- sometimes not in so many words- it was understood."

"They stressed this greatly- I gained a lot- this project (is an example); interaction of public and college librarians to bring them together; return to school for new skills."

"Yes, OK."

"Can't recall if it was covered but I am a "professional student"- I keep on learning- can't recall if the courses did this."

"I don't remember it."

"The organization course- which was involved in goals, direction, etc.- which I suppose is improving."

"Yes."

"OK."

"Yes- it's so hard to remember- I guess so- things change so quickly, you must keep up."

"Not specifically- not sure how you would do it- we were encouraged to keep up with the literature, mainly by example. Those already in the field..." (indicated those members of the class who were already working in libraries discussed the need to keep up with new things)

"Not remembered- certainly not stressed- not discussed."

"Yes- every instructor urged us to do this- work at it."

"It's certainly evident- and well encouraged."

"We were urged many times to do so. (but) so many workshops are not close to us." (school librarian in an isolated rural area)

"We were given this in all courses- the need to start and to look further on your own. If you really enjoy your work, you will feel prompted to improve."

"Yes."

"I don't think so." (Q) Yes, it was always urged. I didn't understand you the first time."

"Yes- it was mentioned."

"I don't know- actually I do know it but not sure if it was in the courses."

"I already had it- Glassboro's (teaching) was not new."

"It was not emphasized. Sources were pointed out. The individual must be responsible for it. Your own motivation has to be the key."

"This was in all the courses- it was understood- by both the professors and students."

"Yes, they spur your interest- you do it."

"Nothing special."

"I don't know- I'm so by myself now, I feel there should be a way to check whether I'm doing things right or not. The County librarians' group meets three times a year, and is very helpful. The elementary school librarians have their own branch. There is a professional day once a year in (this county) and the librarians try to get together then. The librarians who don't go (to these meetings) or just sit back and don't participate, are mostly from Rutgers and Drexel." (this elementary school librarian is in an isolated rural area, which is what she means by the first sentence. As for her last sentence, I have mixed emotions. As a Rutgers grad myself, I am disappointed, but as a faculty member of GSC, I am delighted to hear that our people of the area are active professionally!)

"You have to be the type to do this- the courses can only familiarize you with ways to do it. The reference and the administration courses required so many current literature articles (that students are taught to keep up.)"

"No- not recalled- it's certainly important."

"You probably gain this from being with the program- if you're a librarian you are committed to self-improvement." (if only it were so-- that having the title of librarian automatically meant the person had these attributes.)

"This is a personal thing- you either do or don't. It probably was covered."

"OK."

"Not in library school- it's inherent in school situations. I don't recall it particularly in library school."

"Don't remember."

"I think so. I certainly have that idea."

"Yes."

"This could be encouraged more."

"I was made aware of the need to be constantly critical."

"Yes- OK."

"Some professors emphasize this, some do not. One especially did- 'read all the time.' It should be covered more. I tried to cover it when I taught. It should include going back to read the classics."

"Covered well."

"Your overall college education provides that- not in any one course. You should be aware of the journals- this was covered in the courses."

"It was not necessarily explicit- we were an older group- covered OK." (indicates that as the students were already in a profession- teaching- they didn't need much)

At the beginning of this section, I said that this question was dropped because unproductive. That decision was made, and I recorded it, because that was my impression at the time. It is clear, looking through the responses given here, that I made a mistake: the question was more productive than I thought, not only as to the curriculum itself but also on the attitudes of the graduates toward this area. Fortunately, the question had already been asked of 53 persons, which make a large enough group to be meaningful.

As with the previous question, on professional commitment and ethics, many of the graduates felt self-improvement was covered throughout the curriculum, and that this was the best way- or indeed the only way. Some said it was unnecessary (again, for similar reasons) because they were already aware of the basic obligation for a professional person to self-improve.

An important area brought out by several librarians: that of attending meetings of, and participating in, local library associations. Southern New Jersey has a number of these. I have commented on them elsewhere in this report, but it is well to say here too that they all arose out of a strong felt need on the part of the day-to-day practitioners. Their programs are down to earth and practical. The establishment of area libraries, as well as the Educational Improvement Center in Pitman, has meant more sources for workshops and information, though what the librarians want mainly are groups close to home and under local control. I have urged that Glassboro offer workshops, and indeed we should, but we would not satisfy this intense desire to have one's own group.

In view of the fact that a majority of graduates felt the matter of self-improvement was "stressed in every course," it's hard to understand those who remember nothing on it. I must attribute this to either bad memory, or a matter of definition: perhaps they are trying to remember one specific unit in class.

Reading apparently was noted in several classes as a thing one must do. I'm very glad, being a fanatic on that subject myself. I am convinced too few professionals in any area do enough skimming, surveying, perusal of their journals.

SPECIFIC COURSES

The following section, all on WHITE paper, details data on the specific courses in Glassboro's graduate curriculum, together with some (as appropriate) on associated undergraduate courses. Each course is separately paged because the syllabi were received at different times and the course evaluations were written up at other different times. Syllabi are not page-numbered at all as they were drawn directly from department files.

COURSES	NUMBER OF PAGES syllabi	evaluations	WHOLE NO. OF PAGES
501 Library organization and management	4	18	3 to 24
502,503 Studies in literature for children and Studies in literature for young adults	2, 2	12	25 to 40
504 Introduction to automation and information retrieval	3*	6	41 to 50
505 Bibliography and reference	2	8	51 to 60
506 History of books and libraries	2	6	61 to 68
507, 519, 520 Multimedia in libraries, preparation of inexpensive instructional media, Investigations into the newer educational media	2, 2, 2	12	69 to 86
508, 511 Advanced cataloging and classification, Organization of library materials	2, 2	8	87 to 98
510 Selection of materials for public libraries	2	8	99 to 108
512, 513, 514 Literature of science; of the humanities; of the behavioral sciences	3*, 2, 3*	6	109 to 124
600 Thesis seminar	2	10	125 to 136

(see over)

The asterisks* indicate places where a syllabus includes three pages of text (on four sides, two leaves) and therefore the reader will find BLANK PAGES at these locations. For example, under Course 504, the sequence of pages is: three pages of syllabus, one blank page, and 6 pages of evaluation. This is counted as 10 pages in the "whole number of pages" (last column) in order not to throw off the overall count of leaves.

Thus, the tabulation on the preceding page shows that this section on specific courses includes 136 pages (sides) on 68 leaves, of which three pages (sides) are blank.

I have apologized elsewhere for so many separate pagings, and have tried to so organize this paper as to still make it possible for the reader to find desired sections. The paging system was made necessary by the fact that each section had to be done without knowing what other sections would be before and after it, and each was done quite hurriedly amidst other responsibilities. The only way I could have finished this paper at all was to do it in individual small portions. The reader may wish to number all the pages consecutively for his own reference, which is why I am trying to include whole paging, even though these page numbers do not show on the sections.

As stated under each of the course sections that follow, the data given are more than evaluations of the graduate courses listed. Where there is a corresponding undergraduate course, or where the topic was (or could have been) taken up in various places in the curriculum, I have asked the graduates about the entire subject, not just the graduate course, and have put all the comments together in one paragraph. For example, under course 501 will be found all comments by each graduate relating to the teaching of administration and management, whether he received that teaching in the graduate course, undergraduate, or as a part of other courses—— or sometimes when he does not recall exactly where he got it.

DEPARTMENT OF LIBRARY EDUCATION
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

SYLLABUS

L. S. 501 - Library Organization and Management

I. General Objectives:
  A. To investigate the traditional fields of scientific management and its applications to libraries.
  B. To study the facets of various organizational patterns of libraries - vertically and horizontally.
  C. To emphasize the key role of the professional librarian in dynamic library leadership.

II. Specific Objectives:
  A. To analyze the library administrator as: Leader, politician and innovator.
  B. To realize the importance of planning and goal-setting.
  C. To understand the interrelationships, patterns and functions of library organizations.
  D. To appreciate the value of planning and programming of the library building and its facilities, and choosing the best furnishings and equipment for each library.
  E. To be aware of the recruitment and utilization of quality staff.
  F. To review the areas in the reporting function: reports, public relations, staff communication, etc.
  G. To stress modern budget and accounting procedures.
  H. To apply principles of scientific management to library operations.

III. Course Content:
  A. Historical Background
    1. Scientific Management
    2. Library Applications - a survey
  B. Analysis of the Library Administrator
    1. The Librarian as Leader
    2. The Librarian as Politician
    3. The Librarian as Innovator
    4. The Professional Librarian

  C. Planning
    1. Long-range goals
    2. Short-range goals

  D. Organization
    1. Interrelationships
      a. Within the larger framework
      b. To related groups, i. e., other libraries, systems, etc.

L. S. (cont.)

(1) Inter-library loans
(2) Union Catalogs
(3) State or regional systems
(4) Cooperative associations

2. Patterns
a. Factors - objectives, nature of public served, materials, staff, finances, physical plant.
b. Types - divisions, departments, line-and-staff, etc.
3. Functions
a. Administrative
(1) Central office
(2) Custodial
(3) Related, adjunct
b. Public Services
(1) Reference, research and information services - decisions on arrangements
(2) Circulation of materials
(a) Characteristics desirable
(b) Decisions on system/manual, machine, photo, computer.
(3) Special departments, i.e., periodicals, A-V, etc.
c. Technical Services
(1) Selection of materials
(a) General policies
(b) Local or internal practices
(2) Acquisition of materials
(a) Ordering routines decisions
(1) Books
(2) Periodicals
(3) Non-book materials
(b) Jobbers or direct purchase
(c) Business practices
(d) Accession book vs. shelf list
(3) Cataloging
(a) System selection (DC, LC)
(b) Services desired
(c) Card or book catalog?
(d) Routines established
(e) Inventory
(4) Processing
(a) Books
(b) Non-print materials
(c) Accessioning
(5) Conservation and preservation of materials
(a) Binding
(b) Maintenance decisions, routines, schedules
(6) Security of materials
(7) Storage

L. S. (cont.)

- d. Data processing and computer applications to library operations/systems.
- 4. The Library Building & Facilities
  - a. Assessing Building Needs/Community survey
  - b. Programming: New Building, Library Additions, Remodeling
  - c. Planning Use of Facilities
  - d. Security of Building
  - e. Furniture and Equipment Inventory
    - (1) Office furniture and equipment
    - (2) Library furniture and equipment
      - (a) Reading equipment
      - (b) Duplicating equipment
      - (c) A-V equipment
      - (d) Computers - systems applications
      - (e) Dial access
      - (f) Special, i.e., circulation, etc.
      - (g) Stacks, storage
    - (3) Flooring
    - (4) Other interior materials, fixtures
  - f. Lighting
  - g. Temperature & Air Control
  - h. Custodial Provisions
  - i. Provision for Change and Expansion
- E. Staffing (Personnel Administration)
  - 1. Types of Personnel (Qualifications) (Standards)
    - a. Professional
    - b. Para-Professional
    - c. Clerical & Business
    - d. Technicians and others
  - 2. Job descriptions
  - 3. Recruiting
  - 4. Effective Utilization
  - 5. Professional Concerns, Ethics, Promotion, Staff Groups
  - 6. Human Relations, Including Motivation
  - 7. Personnel Evaluation
- F. Directing & Co-ordinating
  - 1. Leadership
  - 2. Supervision by Staff
  - 3. Work Planning (Standards, State-of-the-Art, Technology)
  - 4. Work Manuals (S.O.P.)
  - 5. Schedules, etc.
- G. Reporting
  - 1. Public Relations (P.R.) Function
  - 2. Research and Evaluation (R & E)
  - 3. Statistics and Reports
    - a. Annual Report
    - b. Circulation (Attendance)
    - c. Special, i.e., Inventory, Required, Professional

L. S. (cont.)

- H. Budgeting
    - 1. Theory of Budgeting
    - 2. Preparation of Budget - Allocations, etc.
    - 3. The Budget Report
- I. Applications of Scientific Management to Library Operations
    - 1. Identifying Areas of Service for study
    - 2. Methods of Collecting and Organizing Data
        - a. Sampling
        - b. Surveys
        - c. Time and Motion Studies
        - d. Analysis of Statistical Data
        - e. Use of Flow Charts

IV. Teaching Techniques:
- A. Class lectures and demonstrations.
- B. Guest experts and/or audio-visual presentations.
- C. Assigned textbook.
- D. Investigation of areas of concern in current professional literature.
- E. Applications of the principles of scientific management to a number of administrative problems.
- F. Use of simulation teaching techniques.

V. Course Evaluation:
- A. Grades on projects assigned.
- B. Final examination.
- C. Evaluation of student's participation in management problems, exercises and games.

Comments on "Library Organization & Management" course
(including a few on the undergraduate course, "administration of media centers")

In this section I will group all comments on the teaching of library administration. Of course, almost all of this refers to the specific course listed, at the graduate level, but a few refer to undergraduate coverage, a few do not remember which course they took, and a few are commenting on administrative items covered anywhere in the program. My own summary will follow. Some of the comments were not in response to the specific question about the course, but were answers to queries about coverage of problem areas. For example, one question was: "How well did your courses at GSC prepare you for administration?" There were several similar questions, asking about preparation for analyzing problems, identifying library needs, setting goals, formulating solutions to problems, planning, organizing, communicating, financial management and budgeting, personnel administration, etc.

"Administration was handled pretty practically. You're in the middle in schools-- the administration sees you as an administrator, not as faculty. You're not one or the other. You deal with more money than the teachers do. Teachers don't know where to place you. Budget decisions affect you more than teachers.... In most cases, coverage of (needs, problems, etc.) was good. Basic knowledge of what should be there-- services. We were given positive information and theory; did not cover the negative aspects of problems. There was quite a bit on planning and organizing, and the basics of communicating, but it goes back to the individual-- some people are technically excellent but just cannot deal with people....Budget percentages were given (meaning a guide to proportions of budget for each purpose); personnel problems were given, covering how to work when everything goes smoothly. But how do you motivate people, then let them go if they don't? (basically) the courses were all right, well-done."

"I would have liked more on budgeting. We had something on identifying needs; learned how to do flowcharts but am often so busy, there's no time to use techniques. Problems were hypothetical (not practical). (Not satisfied with coverage of communication methods) feel I don't have time for it; I do send things out; teachers aren't very library oriented, and the administration didn't even put the library on the school organization chart, didn't schedule it. They scheduled nurses, guidance, etc. The budgeting area was weak-- do more. I don't recall personnel being covered."

"Generally covered all right. No real problems. Communication with my administration is not so good; the librarian baby-sits. Coverage of problem-handling not so good-- I'd like to see these real problems brought up (in class and) at library meetings, to share solutions and ways...There was a little on planning, very little on organizing. As to communication, I do put out a list of new books, try to personalize it for individuals, surprising how many teachers do respond to it. We could have had more on budgeting..." (continued)

"...(continued)...We did prepare budgets but it was not a realistic situation. Should have to prepare one and show what is needed. The amounts are so limited-- how do you cope with limits? (expended much in building up the science area) and then they changed the science curriculum. The undergraduate course in administration of media centers was good, especially to a novice as I was."

"It should be a two-semester course, especially for those going into public libraries. It was all devoted to schools. Maybe one course for each area? (Described in much detail problems with board of trustees, which was accustomed to an older librarian for many years who had no professional training, now does not allow the librarian to speak at board meetings) As to setting goals, can this be taught? Each situation is different. I remember the emphasis (at Glassboro) was getting the patrons to read. I apply this.... All the case studies we did in planning, problem solving, dealt with schools....Budgeting was covered very well; we had to make out a budget for Mr.Boltz, though the class moved so fast there was no time to discuss it. We covered a lot (in administration); I remember discussing books per square foot, building design, learned a lot."

"What I got was good, but I want more. The administration course could be two semesters. Not enough on identifying needs, setting goals, planning, communicating. I remember pieces here and there." (note: this includes the responses of two graduates, who were responding together)

"Mr.Boltz handled the administration course beautifully. He was very human, dealing with people. (as to) identifying needs, analyzing problems, setting goals, planning, organizing: this is partly inborn. If you have the trait, Glassboro helps to a degree. I don't feel it can be taught very well-- you have to have it. Most people don't look around them, look ahead. The librarian must be a thinker. The M.A. program does develop thought processes-- the assignments did make us figure out how to apply theories to practice. We had to make up a year's budget. As to personnel, Drexel did a better job than Glassboro: evaluating employees, criteria for hiring, how to fit staff in: I don't feel Glassboro had the time for it; it was all lumped into administration. (However) the course was very enjoyable, though I'd like to see two courses for it, not one."

"Could use more on budgeting-- working with principals-- projecting budgets ahead-- how? Analyzing budgets. Should point out to students that in schools they will be regarded as administrators; they will have to go in and justify their budgets and activities in detail. Annual reports, statistics, you need very badly to know these. You do get forms and procedures from other librarians when you talk shop. I'd like to see someone come in and analyze my problems, get a new viewpoint. Not much in courses on this. Planning and organizing need more coverage: you must organize to survive. Communication: when we had evaluation, the school was told the librarian must work closely with department heads, and should be a dept.head-- it was done, and helps. The person who taught administration (adjunct) was disorganized. Need to stress it more. Could use more on budgets."

"Administration was OK-- excellent-- Mr.Boltz. The problems discussed in class were typical, because you never know exactly what your problems will be-- you cannot predict in class. Planning and organizing could be stressed more-- I was the first librarian here-- needed more on floor plans, furniture placement, traffic patterns, room design. (as to communication) my only problem is with the faculty, not with students. Students quickly adapt or understand you-- faculty don't. Stress more the real purpose of the library, what it does in the building, student uses, problems getting teachers into libraries to use them for their own purposes. Need more on finances and budgeting. Don't know how you would teach it, but personnel administration is certainly needed-- the art of dealing with people."

"Not covered well. I have a degree in business administration; someone with lesser background would be weak-- we need practical help in administration. Very good in identifying needs, analyzing problems, planning; being exposed to fellow students as well as the instructor was excellent in organizing. We didn't go into communicating much. As to budgeting, I'm not actually working with it. Need actual librarians from outside with real situations, priorities, politics of budgeting. (note: after these comments, this person says the administration course (not the specific content areas) was "very good-- real-life situations were discussed.") "

"Administration- very well. Within limits of the courses, specific areas covered well. But once on the job, one might wish to have more courses- for example, I would have wanted (detailed planning, etc.) Planning and organizing not covered too well but I did not take the appropriate courses; already knew I wanted to be a cataloger so skipped it. (nor did she pay much attention to budgeting for same reason) You need a course in personnel-- dealing with varying levels of people-- probably need two courses, not one, in administration."

"OK- but they don't tell you some principals don't want reports, just throw them away-- so I stopped turning them in, then resumed. It also happened at (another school in the same town)-- they do some strange things here-- this is the general attitude, that libraries are not box-office like sports. Specific areas: the courses did quite well; you must know your materials and this was done. I can hold my own in anything. Feel my classes were very practical and helpful, good with problem solving. Setting goals? I can do it OK but the administration blocks me; I work through pressure groups: talk to a board member, go to the PTA meeting. Planning and organizing, well covered. (as to) budgeting, each school works on a different basis. I have nothing to do with budget. I'm told how much to spend on books and periodicals and supplies. They allow up to $3 per student for books, 35¢ for periodicals, 25¢ for supplies."

"Covered very little in any course but much of it has to be learned on the job. It was an interesting course, but I didn't learn very much; had to make a procedures manual for any library, with all positions and procedures. The project was excellent. A management course for future library directors (public) would be useful." (continued)

"...(continued)...I (sort of) fell into planning when I was a children's librarian. Budgeting has been a great gap in my education. My husband showed me how to (handle finances). Wheeler & Goldhor have no chapter on it. In the curriculum, we should make a sample budget. There were some job descriptions done in the course but nothing on coping with people problems-- should discuss this. Could be practice in techniques of interviewing. (nevertheless) the administration course was one of my most useful."

"We had a little on administration but there's lots of paperwork to do. Title II reports were not covered at all. Most librarians need to know how to handle such things as required reports. Don't remember much on setting goals, identifying problems. A little on planning and organizing my work. Communication? This was lacking. I find you need skills here. You have to advertise your library, for example in PTA publications. I'm trying now to work up a contest, and need PR techniques, gimmicks for getting the kids in. Budgeting: should set up a real class problem, give people a fixed budget and catalogs, require them to allocate a real order. Especially for those without previous library experience. I do recall a little on this; a high school was used as the example, which is usually the case in college courses-- you really need to give more attention to elementary schools and their problems. Teach the students to analyze what is taught in their school, where are their collections weak. In the course, I got some useful information on carpeting and furniture. It was a good course but you need more time to go into depth-- cover more."

"The course was useful; covered physical arrangement of the library-- traffic patterns, conformity to other libraries."

"We all felt well-prepared when we left, even with just 18 hours. I walked into a new situation here. (she was the first high school librarian in the district; there were no elementary school libraries in the district until ESEA; most of the towns sending children to the high school have no public libraries) I was able to meet all problems (described several in detail). You have to know the students, know the curriculum-- we were taught to do this. My students contribute ideas. Budgeting is a problem; funds must be committed early in the year, and rising prices (not taken into account in setting the budget) prevent me from buying more. Communication: I got a lot of this in the PR course with Dr.Bagin. (Note: this was a course in the GSC Communications Dept.) As to budgeting, it was covered well, and I know what to do; problems arise from not being able to practice what I learned! The course at Drexel (in library administration) which I took later, was a complete duplicate of your 435."

"Administration was well covered. May need to have a more realistic approach-- anticipate the real public they will deal with. PR: courses were often theoretical, which makes working with real situations a surprise. Need to learn the local community thoroughly-- problems, types, background, needs: how to work with and communicate with them. Library needs, analyzing problems, setting goals covered well. Need more to get ready for dealing with angry patrons, people charged with books they don't have, teenagers with no real interest but mischief." (continued)

"... (continued)... budgeting was well covered; we did make up a sample budget in the course. Could use more on personnel administration, dealing with people's personal problems, how to understand, gain more sensitivity, sense of inner discipline."

"Might be more emphasis on finances-- as my library has grown, I have become more of a business manager than a practicing librarian. I need to gradually move out of operating work and into management. Especially for small public libraries without staff, these skills vital. (implied the program does not adequately consider needs of small public libraries, concentrating too much on schools.) I can recall discussing study of communities, identifying needs. My situation was ideal; I was already on the job (as a public library director) and applying what I learned as fast as I learned it. You do have to do it to learn-- I'm a great believer in on the job training. Communication: again, you learn by doing. I went to a sensitivity session at Rutgers-- it was very interesting and exhaustive. Finances and budgeting: you need much more on this-- especially for public libraries. The school librarian can avoid it if she wishes. Personnel administration was not covered much. It was talked about-- the emphasis was on school libraries."

"It was rather thorough- well done-- not too much was required of me. I took the course after already being on the job, and it was very helpful to be working at it while taking courses. I was their first fulltime librarian and could immediately see many things that were needed. I do feel well-prepared; we're going into the media center concept, with a different building; there will be structural changes when it is converted. I felt well-prepared by my courses to advise on the changes in the library area. Communication: I felt well-prepared. It cannot be taught-- you can improve on it, but you can't start from scratch. Budgeting-- moderately covered, but I feel comfortable with it."

"The course was good but I could have used it better if already working in a library at the time-- I was still a teacher then. I would urge that people be on the library job while learning this. The necessary things were covered. Long-range planning (but not so much on short-range). Discussion of problems meant little to me because I had no library experience. I'd like to be able to communicate better with teachers-- getting the idea across to teachers that you're not trying to run them. Get them to prepare their classes before they visit the library-- get them to alert the librarian to what is expected of the children. I had some budgeting but it's not done that way here-- they just tell me how much to spend. There should be more on handling volunteers and aides."

"Not covered sufficiently-- needs, goals, problems discussed. We did a floor plan in the management course-- budgeting was discussed at one of the lectures I missed, though the way it works in practice, any lecture would be unrealistic. It's absurd (meaning her school)."(then this person rates the management course as "good".)

"Administration? Covered OK, at least I think I could handle it (implies has not yet risen to the level where one needs it). I remember doing papers on identifying needs-- yes. Problem-solving was too general, not specific enough. Would need more on planning. As to finances and budgeting: the course was not really satisfying. We set up a budget for a hypothetical library, which is very difficult when you're new to the field and with a non-real library. Maybe group or pair the new ones with experienced students, and use real libraries. Personnel: we did cover it, but it's difficult to teach; personalities differ. I took the course (in management) at a bad time; the instructor was too busy and we suffered."

"Yes, covered all right, though could have been more. I have pretty much fended for myself in most areas. Fortunately, the needs here are not very advanced-- it's a lot easier at K-4 level. Setting goals, solving problems, etc.: it's really very personal. I knew what to do and how to go about it (from my courses)-- I was given free rein (by principals) and given no administrative duties. Planning, organizing: I remember often thinking how useful it was, in the courses, to have discussions with other students, sharing experiences. Budgeting: I have not encountered this on the job. (apparently has no responsibilities in planning or controlling the budget) It was covered some in courses. Personnel: we just had general library procedures. The course in management was not specific; a very general overview, but OK."

"Administration was pretty well covered. You can't get too specific in a course-- we got a working knowledge, that I could apply. It takes some experience in the field to know how it fits into the whole picture. Identifying needs, analysis of problems: the general preparation was OK, enough that we could pick it up for our specific situations. On setting goals: could strengthen this; I'm now trying to set up a 3-year or 4-year plan for my libraries (note: this person has 4 libraries) but you can't do it all at once. You learn a lot by someone coming out to look. I asked someone from the State Library to visit and she did; spent a day with me; gave me very good advice, especially in working with volunteers, and setting 4 to 5 year goals; helped me get channeled into the right areas. Planning and organizing: OK; works out pretty well when you have lots of volunteer help. Budgeting: there could be more on this, especially the state standards. I had known only the ALA standards. I feel Glassboro should go into how to use these standards; the local libraries have depended mainly on Title II. Personnel admin. was not covered, but I have had no problems."

"This is an area that is not too valid without actual field experience. It was well-covered theoretically in class, but you cannot tie it all together, must have some real practice-- like the class you ran in the intersession. It would have been nice to tell us how to make a fairly quick survey of the adequacy of a strange library. I don't recall anything on analyzing problems or setting goals-- the latter would be good. We did not have a chance to practice before graduation, so the theory was OK but...might have been different for those already in a job situation. Communicating with patrons was discussed-- those going into school libraries need to learn how to communicate with the administrators and the teachers-- too many don't know about the library--"

(continued)

"... (continued)... I was expected to spend 45 minutes with each of 20 classes and run the library. They didn't realize it was too much. At least, in ____ (another town) the librarians from all the schools got together each month, so there was someone to talk to. Budgeting: was discussed in class quite a bit; many reports from people involved in it. Personnel: it was too theoretical, you need practical hints."

"Administrative duties-- well covered. The management course was the most valuable one I took. Setting goals: I don't feel well-prepared in this. I don't remember anything on identifying needs, analyzing problems... not much on planning and organizing, though the situation I find myself in is 90% supervision and 10% library work: supervising study-hall students, etc. Communicating with the public, students, etc.: average, fair. Finances and budgeting, definitely well-covered; I still use notes and the same form I learned (in class). The course was well-taught and I got a lot out of it."

"Covered very well; planning for new quarters, and moving, covered well. (She had to use this) Setting goals, identifying needs, planning and organizing, budgeting (etc.) covered very well. Federal aid was well-covered; I fill out the Title II forms: the staff were surprised that I knew how to. The course was well-taught."

"The class was mainly theoretical, not practical. I don't recall identifying needs; we worked from spending X dollars: that is not identifying needs. Not so much on analyzing problems, such as getting enough money to cover basic necessities. Sweeney covered the analysis of systems very well. (note: this was taught as a part of the course in automation) Formulating solutions to problems: this was all theoretical, but the areas need to be practical. We did not learn how to plan new programs, etc. Nor did we cover organizing people or programs. Communicating: we were told to make annual reports, etc.; that's all. Could do more on this. The whole area of practicality needs exploration. If I did not have actual library experience, I would have been lost. Nothing on finances or budgeting. Not much on personnel administration: more needed." (note: seems to be referring mainly to the undergraduate course in media center admin.)

"Yes, it was well done (Thompson and Boltz). Identifying needs was well done. I feel very comfortable in the areas of analyzing problems, setting goals, solving problems. Trained very well in planning and organizing. I have done budgeting in several courses: Knauss, Sellers, Boltz. Personnel: yes, OK. We used two fine texts (in the undergraduate course), including how to write resumes, apply for a position, how to hire people, job descriptions. Graduate course was well-prepared by Boltz."

"I didn't feel it was well covered-- we sort of came up with our own version of an annual report. But what records do you keep? How do you file them? Setting up files, office practice needed. Setting goals: not covered, and I find this area sticky. Feel weak in setting my priorities. They did speak of identifying needs, who are your patrons, tying it to the curriculum; the rest was covered by class discussions of other students..." (continued)

"...(continued)... which was useful, as all libraries are different. As to planning and organizing your work: you have too many things to do (on the job); need help to know where to begin; the card catalog was a mess, the books were old. Communication was pretty well covered: PR, bulletin boards, reports. They explained you had a budget, but not how to apportion it. I still can't get it here: they pay the bills without checking with me to see if the materials were received, or if the bills are correct."

"Administrative duties could use more attention. Setting goals covered OK; identifying needs covered; should have actual work experience in order to understand how to apply principles. Planning & organizing was OK. Communicating: could use more; I need more. It's so important in dealing with teachers especially. Need more on finances and budgeting, more emphasis on it. The management course was useful, the theory was good, but there was too much emphasis on college library administration. The undergraduate management course was good."

"This ties in very closely to the personnel area. I feel we could use a lot more in evaluation of personnel, personnel relations. The whole concept of this area was very weak at Glassboro in both the graduate and undergraduate programs. Working with clerk-typists, student aides: the people from Temple and Penn have said this: an entire course is needed in personnel. Identifying needs was covered quite well. Analyzing problems: fairly well. Setting goals was not discussed much; it's more 'in' now. Solving problems was pretty well treated. Glassboro did an excellent job showing how to apply theories to actual practice; I got experience in both the college library and in the campus school library. Planning and organizing were well done, likewise communicating. Finances and budgeting were treated, but all theoretical then because I had no experience at the time. Personnel again: graduate schools are generally weak on this (said he meant all subject areas) but most problems arewith personnel. The management course itself was excellent, with case studies."

"We could have more on grants, the paperwork for grants. Discussion of setting goals helped but a lot depends on your specific situation, each library's priorities. Applying principles in practice not so much; there are discipline problems and those with teaching library techniques. A basic guide was given for planning and organizing your work. We didn't have much on communicating-- newsletters, etc.-- you pick it up on the job or from other librarians. Could have used more on budgeting-- we did some on budget, but the total school budget is a different aspect. There's a lot of cutting and rearranging. Record-keeping during the year is so necessary. Basic information in the course was very good, but budgeting and Title funds need to be added. The undergraduate course was very basic (implied it was too much so)-- I got more from the graduate course. It's very hard to understand if you're not actually working in a library at the time-- some things just require experience. Otherwise they make no impression."

"Little application to real-life classroom." (this person was an elementary school teacher when in the program and has never succeeded in obtaining a library position, so felt it was invalid to comment further.)

"Glassboro did well there. New standards for goals came in the year I graduated; you really need experience to understand. We could have had more on identifying needs, analyzing problems, solving problems: actually how to go about it. We had something on work-flow in the management course. Need more nitty-gritty. Better to have it for those already working in libraries, not those new to the profession. We learned theories and had to learn how to apply them on the job. The only course where real practice was used, was in cataloging, where the prof actually had us make up a drawer of cards. We needed more on planning and organizing our work. I knew what I had to do, but it was hard to work up a daily routine for myself. Communicating: yes, we were told constantly to send out flyers, talk to people, "never be in the library", etc.-- good. We could have had more on actual school budgets for real school districts-- should understand the PPBS system, for example."

"Administration was OK. The specific areas were OK; workshops since then have helped. I felt the courses were very down to earth and practical. Planning and organizing: OK. Communicating: could do better; maybe that's my own problem. Budgeting: I don't do it much; I don't submit a budget-- the superintendent makes it out based on my requests. They do keep me in mind. Don't recall anything on personnel administration. The management course was very useful." (this person later had the curriculum coordinator for the school system send me a copy of the committee on Needs Assessment report on the Instructional Resources Area, which the librarian had chaired; the report appears to be very well organized, complete, and professional.)

"You do need practice, but I feel I got good basics for budgeting, planning, etc.-- I feel secure in this-- I could be an administrator in a few years. The principles are the same. Students ought to get part-time jobs in some kind of library, as this would make the courses clearer, especially to the younger ones. I feel giving reports in front of the class was very valuable, gave needed experience. Identifying needs was fine; analyzing problems, such as situation, budget, people, community-- yes. There's a whole different group of users now than a few years ago in our school. (summarized that more are disadvantaged now) They need more help, are functioning at a lower level. So much of our classroom theory was put into practice-- students I know who went to other library schools said their education was all theory. Planning was good, realistic. Organizing: yes, it all seemed to fit because I was already working, and I put it into practice. Communicating was fine, especially what I learned in classroom discussions-- it helps to learn how to reach people. Finances and budgeting: this has to be theory until you do it on the job. Yes, OK. I learned to get a grant to circulate art pictures. (gave details) Personnel administration: need this to deal with secretaries and students-- done well. I learned a lot in the course; planning a building, very useful for floor plans."

"I would not have been confident (if I had taken a position in administration)-- there wasn't any text-- no. Identifying needs, analyzing problems, setting goals, solving problems covered OK. There's a gap between theory and practice; you have to do the job before you can understand it. Planning, organizing OK. Communicating: no, not enough in writing (meant: learning to write things for communications); I'm still not sure who to see in the community, for example. Budgeting: no, I would not feel confident handling a budget. Personnel admin. was all right. The instructor in the management course (adjunct) was too vague."

"Too theoretical. You need practice, observation, chance to watch real performance. I was able to learn a great deal in my first year, as part-time assistant to the high school librarian (note: is now elementary school librarian) learned a great deal informally on problems. In the identifying of needs, we learned only the formula of books per student, the ALA standards. Analyzing problems- yes, I could fall back on what I learned in the course. Setting goals: yes, with the aid of the standards and experience, I could use practice. Solving problems OK. I feel well-covered on applying principles in practice. Planning: not really, this may reflect my own personality, Organizing: OK. Communicating: learned a lot from interplay in courses among other students-- the class discussions-- this was very useful-- hearing the problems of others. There was nothing practical on budgeting, but you must cover it, it's a real gap. It was very hard to make up my first budget. Also, the Title programs, making application. Personnel administration was covered fairly well but needed practice; I had volunteers my first year. As a whole the course was very useful."

"{Instr.} kept saying, 'keep the statistics your administrator requires, no more' I don't recall anything else, nothing on Title II, reports, how to arrange statistics, could use a workshop on Title II and also on statistics and reports. He covered the course from the viewpoint of large libraries; neglected beginning level administration for small libraries with a one-person staff. Nothing in my courses on applying principles in real practice; nothing on teaching library skills-- no one said you might do this-- nor how to do it. Nothing on planning and organizing your work. Communication was mentioned, but not much on it. Nothing too specific; discussions with other students. Very little on finances and budgeting-- someone said they were surprised we didn't have to make up a budget in our classes. I've been floundering on this-- finally I have it straight now on how to check bills. I get very poor communication on how much I can spend, how much has been spent to date, etc. The management course was well-organized, well-taught, but applied only to large libraries, not small."

"Coverage of administrative duties rated 3, on scale of 1 to 5. Likewise setting goals, identifying needs, analyzing problems, solving problems, applying principles in practice, planning and organizing my work, and communicating. Finances and budgeting also 3. The management course was good at both levels (this person took both the graduate and undergraduate courses)"

"Covered to a degree- no course really can-- you need practical experience. (same comment applies to all specifics.) The course was good."

"The course was well-taught." (this person is still a teacher; has not obtained a library position, so felt it not appropriate to comment on details.)

"I'm glad I didn't wind up as head of a library-- the course was as well-done as a course could be, but you really need practice and experience. We covered time-study, flow charts. Don't remember setting goals and solving problems; planning: covered pretty well; we planned a library from scratch in two different courses. Communicating: no; it would be a good idea to go over relationships, delegating work to others, you need this. Some people are good at it. Budgeting: no. It's needed. I do remember doing a pie-chart"(apparently on budget allocation). The management course should have been two semesters-- it was useful" but not enough).

"Administration was well-taught. It's hard for me to respond to the specific areas as I can't separate the things I learned in the courses from what I learned on the job. Financial management and budgeting, though, was very poor. Not specific enough-- not actually making up a budget: proportions for staff, the collection, etc. The aspect that is well-done is school allocation to various areas. The course was a fine one overall."

"Administrative duties: coverage was fair. Identifying needs, analyzing problems, solving problems, applying principles in practice all good. Setting goals: fair. Planning and organizing my work: fair to good. Communications: same. Finances and budgeting: fair. The course was satisfactory at both levels."

"Administration- good. Setting goals: none covered. Same for identifying needs, analyzing problems, solving problems. Planning and organizing my work: good. Communicating with the public, students, etc.: none. Finances and budgeting: fair. The course in management was very well taught."

"Library organization & management a very excellent course-- I took it in the summer from Ruth Cramer (adjunct). It was lots of work but good-- I learned a lot. Covered administrative duties, including ordering, very well. As to identifying needs, analyzing problems, solving problems, applying principles in practice: I personally believe my teaching experience has been best; the courses gave me little or no work in these areas. The management course taught planning and organizing my work; also covered communicating, but I learned a lot of that too as a teacher and citizen. My husband has been a school board member here for some years. Finances and budgeting: subject covered somewhat in the management course but you really have to learn it on the job. The superintendent gives me a limited budget. The course itself was great, very fine, helpful." (this person was a teacher for "many years" before becoming a librarian, including 10 years in the same school where now librarian)

"Administrative duties covered very deeply, and well, by Cramer. It was stressed we are here to support the curriculum. I am not allowed to sit in on planning sessions though we were taught this is necessary. I do try to find out, place the students first. Was taught to place service first, which is good teacher philosophy. Communication: I would not have got more room without a complaint; learned about writing reports. Applying theory to practice, learned as part of general classroom discussion. Planning and organizing were covered but this is up to the individual. Some do, some don't. My predecessor was disorganized, though she made good selections. I do get out bulletins on new acquisitions. Finances and budgeting were covered but not enough. This is important! I have no involvement in budget-making, and we need to reform this. The men are taken more seriously. We should have had much more guidance on budgeting-- how to make them, how to sell them. I don't know how to make one up." (appears to mean that she would be taken more seriously in budgeting if she could prove she understood the process) "The course in management was very good-- I took both the graduate and undergraduate..."

"This area was covered. County meetings urged us to take more courses; I would need more. There was a definite mood in the classes, that you just naturally set goals (etc.) as this is important to your relationship with teachers. Planning and organizing: I can't separate from personal experience; certainly I have not had problems in these areas. Finances and budgeting were covered but I ignored them because I didn't see the need-- and I didn't need it on the job. Same with personnel. The course in management was one of my first, and I don't recall it clearly." (this person was a school librarian but left to raise a family)

"Administration- covered. One thing you need more of: there are scheduled classes into the library, not open use. There are 33 to 38 children in each class. The problems this makes... It's very hard to foresee some of the problems you have, especially when your colleagues are not library-oriented. We teach ideal, very good theories, but it's difficult to live with them. You need a high noise-tolerance level. My main problem is selling the library to other people-- that it's NOT a place for baby-sitting-- it's a part of the curriculum. I should be involved in curriculum planning-- but you get bogged down in clerical work, mundane chores, can't do the professional job. Maybe there's no solution to this in the college courses. I don't remember much on planning and organizing my work. Budgeting: it was covered OK but no one ever told me how SMALL my budget would be! The course in management was good." (this person is in a K-6 school. After our interview she took me around to meet people, including the principal. He said (and I wrote the words down immediately afterward) "Anytime someone from Glassboro comes to see my secretary-- uh-- librarian-- I'm sure it's OK." The librarian maintained a poker face.) (This librarian also wrote me a long letter outlining the problems and challenges of a job without aides, clerks, or volunteers, teachers who refuse to accompany their classes to the library and don't even know the librarian does much beyond stamping out books, and the frustrations of seeing good materials go unused, and her own abilities unused due to the heavy burden of clerical routines and class supervision.)

"There was some training in administration, but I am not involved in that area, not at this level-- the principals do it all. The training was OK. I took both the graduate and undergraduate courses in management; liked that, well-taught, it was the heart of the curriculum. Don't recall setting goals covered specifically. Applying principles to real practice, I remember especially in your course because you had projects on practical applications. Planning and organizing, that comes mainly with experience. Communicating, human relations, PR, there's more of that today than before; it was covered OK. Budgeting: they just tell me how much money I have, and that's it. I just found out now in (one school) what I have for next year, and I am expected to spend it right away in one big order. I did like this topic in the classes, it was well-done." (this person covers three elementary schools and will have a fourth one as soon as it is built.)

"I don't recall much about this. It was too long ago, and I have learned more from my director than I did in the courses." (this person is now a staff member in a college library)

"The Glassboro course with Thompson was very good. I still refer to my notes. It needs more on dealing with the public and with staff-- how to find out the reliable jobbers-- how to handle book orders-- it's very hard to move into a new library completely on your own. In specific areas of admin: I find it too hard to separate courses from experience. We had some on budgeting, which was very useful; last year for the first time the principal asked me to make up a budget (in half an hour) and I got what I asked for in it. This year, he gave me overnight to produce a budget. I have the latest edition of media standards, and I justify each area by reference to the standards and to my notes (from the course). Personnel: should be stronger on this. I enjoyed the course very much, got a great deal out of it."

"It was covered in theory, but you have to learn from experience. I would not feel able to be an administrator at this point. I have a hard time separating what I learned in the courses, from what I learned on the job in the college library. (this person was a graduate assistant while taking courses, and was assigned to various departments in rotation) I can come up with ideas, but have not yet had a chance to try them out in practice. We were taught to be able to see a problem and think it through. Don't see how a course could adequately prepare you to set goals; it would depend on your budget, the community-- if I had these specifics, I'd be able to conceive projects. The course did discuss analyzing your budget and your community, working out programs. Communications was covered, hard to say yet whether OK. So far my experience is limited to children. I don't do any budgeting, and am not sure how I would. It requires experience. The management course should be two semesters, there's too much to cover in one. It was a survey, and could go much deeper. It could include the internship."

"Very little on this in courses. I don't think I took the graduate course in it. This is a weak area for me; I don't actually do any administration but might be OK at it. Need more on planning. Communication was emphasized. Budgeting is a problem of integrating library procedures, the library system with the school system; must adapt to the business office. Policies vary in each school system. Nothing on personnel."

"Administrative duties covered OK. Yes, I picked up setting goals. The course helped with identifying needs and solving problems. For example, letting students look up their own answers to medical problems, choosing their own reference books. Planning and organizing: yes, covered; it's almost my nature to do it. I learned a great deal there-- faculty bulletins, parent interviews, etc. Budgeting was very well covered." This person had the undergraduate school administration course (Mrs.Cramer); said it "emphasized newspapers-- national, area, and local; library tools; handbooks including a project on them. Also had the graduate course (Boltz) which included "budgets, acquisitions, controversies, etc."

"It was a good course. Setting goals was covered in quite a few courses. Identifying needs, solving problems covered very well; Mr. Boltz even had us answering actual problems in a book of case studies. We had to do a project involving planning and budgeting."

"Not well covered. Identifying needs was not well covered, though I was started on the road. Solving problems, setting goals-- no. As to applying principles in real practice, all ofthe courses were very practical. Planning and organizing were not taught formally but we became aware of them in doing class projects. Budgeting was probably adequate-- the problem was adjusting to the reality of working in a school system. The structure is not easy to work with. I was called upon to make up a budget here and found it a difficult problem, partly due to communication and to differences of expectations with the administration. Personnel: not well covered. The management course itself was good, factual."

"All areas were covered OK. No need here for knowledge of budgeting. I can ask anytime for the balance left in my accounts. Problem: the library money is spent for other things. Personnel, not covered. The management course was excellent."

"Weak here. It's a matter of being told things that are not real until in practice. Also should emphasize PR, especially for public libraries- publicity, releases, brochures... A lot of discussions on plans for growth. Very important to stress communicating with public, users. There was a lot on budgets. Students are still not really prepared to deal with a municipality-- what is a town, its powers, how it works-- municipal government. Need more on personnel administration. I took the management course too soon-- it was a good course but it should be taken last, or nearly last."

"Well-covered, very practical. I don't feel any course can do much with identifying needs-- you need experience. Maybe as a volunteer or aide. Expectations differ. Students are a great help (meant other students in the classes) Problem-solving was OK for technical problems, not for people problems. In most courses a very good point was the application of theory or principles in practice-- much theory was given, but also how to put it into practice. It helped that so many of us were going into the same thing. Organizing- lots on this. Communicating- the best ways covered, lots of points. Several courses went into budgeting. I've never had to make up a budget,plan one; I just take what I get. People problems are the main ones everywhere-- working with volunteers." (cont.)

"... (continued)... "the management course was absolutely essential; good, covered much."

"Routine things were covered to some extent in the administration course. I have a procedures manual. Administrative duties were covered fine. (responded identically to the specific areas) The course was excellent."

"It was very good. Thompson used the case method-- very interesting. I find it very hard to answer the (specific) points; yes, we were taught to analyze problems, and fairly well to solve them. As for applying theory in practice, the intersession and practice are vital-- you can't do any of this without practice. The need for planning was made clear but not much on how to plan. Communicating: no, I'm poor at it. Could use practice. Sellers discussed this-- oral communication very vital. We did a sample budget but didn't know what we were doing. Personnel: Thompson covered this very well. He split the class into those interested in school and in public libraries; it was the first time he used the case method; it was excellent."

"Yes, OK-- understand board of education methods-- as to identifying needs, I'd like to have the coordinator/teacher helper from the county come in and advise. Could use a workshop, perhaps from the county library, for help and advice. I have no one to talk to. For example, starting a collection, building it up. The Hollybush meetings were fine but they conflicted with our school board meetings. (NOTE: the Hollybush meetings refers to a series of informal get-togethers at that place, begun by the Library Education Department and carried on by the college library, as in-service discussions for practicing librarians) Setting goals: fine, especially for long-range goals. Other specifics were OK. The management course: I'd highly recommend it for all. The undergraduate course: enjoyed them all, would take them all again, a good foundation."

"The management course could be several courses. Nothing much on present needs; weak-- nothing on staff policies, budgets. Too little on measuring library use. Need more on analyzing problems, ditto for solving problems, planning, organizing, communicating. Need more on budgeting, personnel administration."

"We went into administrative duties lightly-- need more. Always need someone to administer-- train in it. Setting goals-- not covered. Identifying needs, solving problems came out in general discussions with other students. I had to do the 100 hours practice in the summer; did it elsewhere, and applied principles there. We talked in general about planning and organizing. Communicating with the public, etc.: No-- should really do something on teaching people to do their own publicity. I bought a primer on publicity, writing reports, and newspaper articles; I wrote the town's bicentennial report. On the area of budgeting: we did some of that (doubtful)-- we should know a lot. The course was OK; we need more on management. Organization was OK but not general management. Undergraduate course was helpful but not detailed enough; accessioning, inventory. Many people don't know how to take inventory, handle lost books."

"Some major problems. Very hard to appreciate if you're not already working in a library. Ought to take this course after practical experience. Identifying needs was called to our attention, but not in detail. Analyzing problems covered briefly-- "you will have problems." Setting goals- yes. Solving problems- covered roughly. The object of courses ought to be to alert to the problems-- can't tell you how to handle them. Because of need for experience first, there should be more stringent pre-requisites for such courses. The management course-- was too much to cover in one semester."

"Covered pretty well. Some discussion of identifying needs. Some work on analyzing problems. Not enough on setting goals. Could use more on applying theory in practice. Organizing was covered a little, not as much practical as one would want. Not much on communicating: it's very important (cited several examples). Financial management and budgeting was minimal; needs more. Personnel likewise. The management course was good, involved problem-solving, discussion of real solutions."

"Reports-- OK. Excellent coverage of what to do, what to look for, what to say. Don't recall much on goals. Most of it consisted of comparisons between what you have and should have. Some discussion on identifying needs and problem solving- probably more through discussion by other librarians than in formal course coverage. Some planning & organizing but it was cut and dried, factual. Communication-- was very good, I remember it vividly. We did some on budgeting-- how to budget-- but we should have been told more about the pitfalls."

"It was one course, covered generalities, and omitted public libraries. Need improvement in specifics of identifying needs, solving problems, applying principles in practice. Planning and organizing was too general. Communicating? It's personal-- too subjective-- your personality; you either are or are not a communicator. Budgeting not covered. The course in management was fair."

"Courses didn't cover administrative duties." (gave same answer to the various specific areas-- problems, budget, etc.) (In reacting to list of courses, this person indicated did not take the management course.)

"Covered very well, though not so well for a real one-man library. Had a marvelous course in school PR, best thing for actually working in a school-- meant for administrators-- I would recommend it for anyone going into a school situation-- taught by Dr.Bagin"(GSC Communications Dept.) "I felt very inadequate, insecure in clerical nitty-gritty side: ordering, processing, how to inventory, care of the accession book, and shelf list. You get such huge quantities of catalogs in the mail. Course prepared me so well to solve problems, I am frustrated by lack of real opportunity to do it. I can easily set goals, but solutions are quite difficult in a school situation... tight limitations. Budget: not really a library-oriented community: they're more job-oriented and toward athletics. I have learned to try many things. Planning, organizing, communicating covered very well. Budgeting, personnel administration OK. The course in management was good." (gave many specifics of problems inherent in the community's attitude toward libraries)

"Basically the course covered high school and public libraries, nothing on college. It seemed to be good in those areas. Analyzing problems was adequate. Applying theory or principles to practice-- the cataloging, and specialized literature courses were very good at this. Certain aspects of planning and organizing were fine-- inventory-taking. The writing of reports was not covered; development of programs; evaluating personnel; how to interview; conducting quarterly evaluations of staff; communications needs to supervisors-- writing is very important. Budget was adequate. Personnel poor-- need more on coordination of staff activities-- the course was aimed at one-man libraries."

"Good. Setting goals was good, but it's frustrating to find the school blocks some of them! Solving problems-- good, but it runs into the teachers who think your job is easy. Planning, organizing, communicating good. Budgeting, OK. The course was fine."

"Pretty good. Of course having practice at the time helped. The kids here are very uninhibited; they come from an open, ungraded school. Identifying needs was covered in the seminar-- OK. Setting goals was probably OK on short-range. Solving problems, applying principles, in both seminar and administration. Communicating: covered a little bit. Had to make up a sample budget-- justify it-- covered quite a bit-- we are just given a budget here, should learn how to work within an imposed budget. Personnel admin: OK; did a manual for students, never had an aide until last year. The course was pretty good, but there should be a separate one for public library administration."

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Administration and management are obviously considered important areas by these practicing librarians. Their chief recommendations are that the management course be extended to two semesters instead of one (those taking the undergraduate 18 hours already get a course at each level, but obviously feel the undergraduate one is too simple); much more on the nitty-gritty of making budgets and managing finances; taking the course at or near the end of the program; and learning more on how to get one's ideas and goals over to others (communication). There are other points, but none were mentioned as often or as strongly as these.

Not very many of these librarians are thinking of budgets as management and control tools. They see a budget as the practical means for prying more money out of reluctant authorities. Some think they are not involved in budgeting because they are given a fixed amount each year to live within. Some would not know how to prepare a formal budget request if they had the opportunity. Obviously we can do much on this.

In view of the fact that these graduates took management from a large number, and wide variety of staff (many of them adjunct) the peculiar inconsistencies in comments are understandable. One sees as a weakness the exact area viewed by another as a strength. Simply put, they did not have the same instructors. Since then, the program has stabilized, and these courses are taught by the same regular fulltime faculty each year. Whether student reactions would be favorable now or not, they would be in a much more close consensus. Also, some took the undergraduate course and don't remember it, so they are comparing another person's experience with the graduate course.

The responses have a great degree of general, non-specific feeling toward the area of administration and paperwork-management, for most of the people interviewed are not able to remember accurately the courses they took, or the exact contents of each. It is probably misleading to try to tabulate too exactly their answers to questions on specific topics. The reader will notice that a question about the courses at Glassboro often elicits an immediate answer about the person's on-the-job problems in the administrative area.

There is a tendency to criticize the specific areas of courses, and then to evaluate the course in management as having been good. This seems to be tied in with the phenomenon of incomplete memory referred to above. One is more willing to state a given area is weak, than to say to a member of the faculty that a certain course was not good.

Many of these librarians confused "administrative duties" and "administrative responsibilities" with "being an administrator." You will note that they specifically said some of these points didn't apply to them, as "I am not an administrator yet." There is little awareness that everyone, at any level, is expending funds for which he ought to be accountable, that he is engaging in activities which others will want to know about (or should), and that he is involved in relationships basic to the institution.

It had been my hope that asking about many specific topic areas, I would open up these respondents to a complete discussion of the administrative or management area, and to some extent this succeeded. I changed the sequence of the questions several times during the months of interviewing, and often probed a little further with additional questions (which is why the answers quoted here sometimes seem disjointed; they were given at several different points in the 2-hour interview, and I have here brought them together.).

The very-frequent mention of taking management near the end of the program is coupled with recommendations for combining it with an internship, or requiring the student to gain library experience first. The problem here is that the graduates also felt (see other sections) that one needs job experience to properly appreciate many other courses too. Logically this would come to require them to get the experience first or during the education program. The counter-problem is that most of our graduate students are older, already employed fulltime, with family commitments. It is not at all like teaching younger people who are attending fulltime and are free to make this kind of arrangement. However, the feeling of the graduates is so strong that it is my feeling we are going to have to find some way of building library job experience in.

A good possibility here is to offer an in-service course after graduation. Would the State cooperate in changing certification to require people to have a break in their program, returning after (say) one year for a seminar in administration? Or is there a better way? I hope those who read this will give the matter much thought, and contact us.

DEPARTMENT OF LIBRARY EDUCATION
GLASSBORO STATE COLLEGE
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SYLLABUS

L. S. 502 - Studies in Literature for Children

I. General Objectives:
  A. To develop an understanding of the evolution of children's literature, contemporary problems of special interest, and the areas of current research.
  B. To gain an appreciation of the rich treasure of global children's literature.
  C. To have an opportunity to practice profession techniques used in working with children and literature.

II. Specific Objectives:
  A. To consider children's book publishing here and abroad.
  B. To read and discuss international children's literature.
  C. To be aware of children's literature designed for special groups.
  D. To participate in children's book selection, storytelling, evaluation of publicity, etc.
  E. To explore current research problem areas.
  F. To review current trends in children's literature.

III. Course Content:
  A. Children's literature today
    a. Background history of children's literature.
    b. A look at the current field.
      (1) Development of separate juvenile departments.
      (2) Criteria for publishing children's books.
      (3) Current trends.

  B. Internationalism in children's literature
    a. Books written in Great Britain and other English speaking countries.
    b. Books written in other languages and translated into English, and vice versa.
    c. Prize books of other lands.

  C. Books for special groups
    a. Minorities, handicapped, culturally deprived, etc.
    b. Special bibliographies and services in each field.

  D. Research problem areas
    a. Censorship.
    b. Series books.
    c. Periodicals.
    d. Textbooks.
    e. Use of paperbacks.
    f. Prize books.

E. Technique areas
   a. Story telling and book talks.
   b. Publicity
   c. Book reviewing and annotations.
   d. Use of records, films and other media.

IV. Teaching Techniques

A. Each student will read and turn in reports on 25 books.
   a. 5 books by English speaking authors, other than U.S.A.: English, Australian, Canadian, etc.
   b. 5 books translated from other languages.
   c. 3 books depicting current life in other countries - non fiction, such as biography or travel books.
   d. 2 books depicting current life of foreigners in the United States.
   e. 5 books for any special group - handicapped, minorities, etc.
   f. Prize books from 5 different countries other than the United States.

B. Each student will read and report in writing on ten magazine articles or chapters of books on children's literature.
   a. Children's books in other lands
   b. Books for special groups - disadvantaged, minority groups, handicapped, emotionally disturbed, etc.
   c. Various types of books - paperbacks, picture books, textbooks, etc.

C. Major Project: Research study on a particular subject.

D. Each student will read and submit a written report on a supplementary book dealing with some area covered by this course.

E. Each student will prepare a report on the life and works of a 20th Century author from some country other than the U.S.A.

V. Course Evaluation

A. Instructor's evaluation of assigned book reports.
B. Instructor's evaluation of periodical literature.
C. Instructor's evaluation of major project.
D. Instructor's evaluation of supplementary book.
E. Instructor's evaluation of foreign author biography.

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SYLLABUS

L.S. 503 - Studies in Literature for Young Adults

I. General Objectives:
  A. To focus on the adolescent and his specific reading interests and needs.
  B. To explore the range of library materials available to the young adult.
  C. To suggest materials, techniques and tools to foster relevant reading activities for all American youth.

II. Specific Objectives:
  A. To examine the whole adolescent
    1. What is a young adult.
    2. What is his total environment.
    3. What are his basic interests.
  B. To evaluate studies of reading interests.
  C. To understand various popular sub-literatures.
  D. To review current literary forms for young adults.
    1. Junior novel
    2. Adult novel
    3. Classics
    4. Non-Fiction
    5. Poetry
  E. To establish place of paper-backs and periodical literature.
  F. To use standard selection aids.
  G. To be aware of censorship perils.
  H. To actively utilize various kinds of book reviews.
  I. To adequately organize a functional book selection program for young adults.

III. Course Content:
  A. Introduction to the adolescent
    1. Towards a definition: What's a teenager?
    2. Making the scene - right now!
    3. Reading Interests
  B. Literary areas
    1. Sub-literature: Series, "Kiddie Lit", comics.
    2. Fiction and the "Junior-Adolescent-Teenager" Novel.
    3. Classics, the adult novel.
    4. Non-fiction.
    5. Paperbacks; Magazines.
    6. Poetry.
    7. Reference Books.

L.S. 503 (Cont.)

8. Special types of literature
    a. High interest - low vocabulary
    b. Survey of newer reading techniques
    c. Supplementary reading for subject areas, including periodicals and newspapers.

C. Professional concerns
  1. Book Selection Aids & Bibliographies
  2. Ban that book! - Censorship.
  3. Book reviews - oral, written; writing, using.

IV. Teaching Techniques:

A. Special lectures
B. Assigned Textbook
C. Class attendance and participation
D. Careful reading in area of young adult literature.
E. A critical and/or annotated bibliography of a YA concern.
F. An in depth study of: (choose (1)).
  1. Some aspect of YA reading interests.
  2. Major current concern of YA -
  3. Critical and biographical study of a significant YA author.
  4. Special research on a problem of concern to student relating to YA literature and/or his library.

V. Course Evaluation:

A. Grade on bibliography.
B. Grade on research study.
C. Final examination.

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Studies in Literature for Children
Studies in Literature for Young Adults

(A compilation of comments by graduates, with reactions and comments by the author. Includes material on the undergraduate courses in corresponding areas: Book Selection for Elementary Schools, Book Selection for Secondary Schools, and Book Selection for Media Centers.)

Material on both children and young adults (teenagers) is combined because (1) respondents frequently gave evaluations that could not be separated; (2) some of the program material, especially the last-listed undergraduate course above, is combined. For similar reasons, while this paper is intended as an evaluation of the graduate program by the graduates of our master's program, evaluations of the undergraduate courses are included; many of our master's degree recipients also took the undergraduate 18 hours here.

My own comments will mainly come at the end of this tabulation, but where it seems more appropriate, I will insert a brief comment in the body of the graduate statements.

Questions asked of the graduates were not only for their opinions of the courses noted, but also "How well did your courses at Glassboro prepare you for (1) selection of materials for children;
(2) " " " " teenagers;
(3) working with and helping children;
(4) " " " " teenagers?"

Responses for all of these are integrated into one paragraph by the present author. Asking about the same areas in more than one way was intended to assure that the graduates considered the topics in both general and specific form.

"Selection for children and young adults really good. Working with: was adequate, but can you teach someone to work with people? Not just in librarianship but in other fields? You must develop it yourself. Both courses were excellent as I look back-- we saw a lot of material, there was lots of work. The undergraduate course was well done."

"Perfectly all right. I was aware of the tools and criteria-- but it's hard to separate courses from teaching experience. Possibly I'm capable in it, not due to library courses, but teaching. I don't recall anything in the courses on working with and helping children and teenagers. We had a tremendous number of articles to read; it didn't help much. Could use more emphasis on sources and tools. There was too much busy-work. We should get to know the field. (children) As to teenager course, it was good, I enjoyed it."

Selection-- prepared very well for both. Working with-- good for both (not as high a rating as for selection). Children course: very apropos for me, good. Young adults course: good, had an exchange of ideas, it included bibliotherapy."

"Selection for children: We got to know the good authors, etc., very well. Miss Sellers was tremendous. Selection for teenagers: I was taught what teens and adults read, but they don't come in that much for non-fiction, so I can't apply it. (this person is in a public library) Working with children: I have a story hour every Friday. (implied she learned this at Glassboro.) Working with teenagers: it was covered for school purposes, but not relevant for public libraries." (Doesn't remember much about the courses beyond the above, except they were "excellent".)

"Would have wanted more on selection at both levels. Working with: it was OK; preparation was very good as to helping them with reference problems. Children's course: Fine. Young adults course: OK." (this paragraph is the response of two persons, interviewed together)

"It's hard to separate my job from the courses. Selection: one teacher, no longer there, was terrible. One was very conscientious: best point was her understanding of young people and materials for them. Working with both groups: I didn't get much from Glassboro in this." (this high-school librarian told me twice during the interview that she does not especially like dealing with teenagers.) "Both courses: Sellers was terrific."

"I took kiddie lit. at another college. Teenagers: likewise. I think the selection courses ought to include comics, on the same principle as Nancy Drew, etc., Hot Rod...this is what they like. They read science-fiction, literature of the unusual. Working with: Learned at the other college, where we had to work in the laboratory school (as part of the curriculum)."

"I didn't take the children's course. Would have wanted more on book selection, chance to handle the books more, more on the authors. Want to be more familiar with the better books. We need more on the best books at each level. Teenagers: I had an excellent course in Y/A. Nothing on working with & helping either group, but it was instilled in us very well that you must work with the patron."

"Selection for children: yes, Sellers was more than adequate. Teenagers: as far as the course work can go, yes (Houlroyd). Working with: don't know; (absorbed more as a result of) interaction with instructors with experience and classmates likewise-- the faculty were clearly service-oriented, not esoteric or nit-picking. Children's course: large volume of work. Teenagers: good point was, reasons given for age group."

"I didn't take either course so got a little, indirectly." (this person went into college library work)

"Selection for children: covered very well, lots of reading and work! Sellers, it was worth it. For teenagers: not quite as much work as with children; I could handle it. Don't think I would have any problems (this person is now working with K-6). I have been a consultant on formation of a private school, helped with selection. Working with: yes, covered well-- Miss Sellers covers everything! The courses were very helpful."

"Children: my first fulltime job was in that-- I had the best preparation-- was very well prepared except for storytelling. Nothing on teenagers. Working with: nothing from the courses, but a good deal from raising 4 children and being a teacher. The children's course was excellent; I didn't take the Young Adult one; the undergraduate course in selection was fine."

"Selection for children: great, Sellers did a tremendous job. For teenagers: we didn't get into that too much; there could be more of it offered, especially for schools. So many teenagers could be helped to cope with their problems-- divorce, drugs, etc.-- in our area these are real problems. Working with: nothing in library courses; got it in education courses."

"Selection for children: covered very well by Sellers. For teenagers: covered very well by Houlroyd. Working with: not covered; was in the education courses." (this person took the graduate course in children's literature, and two undergraduate courses in selection: elementary and secondary. This librarian's confusion between courses is typical; comments about children's literature might apply to either the graduate or undergraduate course, or both.)

"Selection: very helpful in both areas. Working with and helping children: not as good as selection-- something on relationships-- it would not have been enough if I were not a former teacher. Teenagers: very helpful; of course I have worked with them before-- and there were high school teachers in the classes. The children's course included budgeting a little. One problem with it: it dealt with world literature for children, all sorts of foreign areas, but not U.S. materials. The young adult course had projects on actual teenage interests-- I liked the fact that public and school librarians were in the class together."

"Selection for children-- good basics. I took both the young adult and secondary selection; they were very well done. Working with: this is common sense, based on my education background-- the library courses omitted any of this. Teens: I did a survey in the course on what they like to read. Both courses were good."

"Selection for children: very well in the print area, nothing for nonprint. Young adults: reasonably well covered. Working with: I feel well-prepared-- did teaching do it? I can't think of any course that really prepared me to work with children. Teenagers: ditto, but some of the selection work did include teenage psychology, bibliotherapy. Children's lit.course: valuable; covered award-winners, foreign books. Also I took the (undergraduate) course, book selection for elementary libraries-- great. Young adult literature: this covers the rest of my needs-- was not quite as good as the one on children." (this person is in a middle school, so is interested in both areas)

"As a teacher, I selected more narrowly. Now I am prepared to think of all categories-- was made aware of selection tools-- it was fine. As for teenagers: I was probably better prepared in this area because of experience, but didn't know the tools. Working with: don't recall any coverage. Both courses were good."

"I didn't take the children's courses. Selection for teenagers: covered very well; this course I sought out. Working with children: not covered. With teens: a little, also some in the seminar course, sharing experiences with other students."

"Didn't take the children's course. The young adult course prepared me pretty well. Working with children: covered once in an AV course when I had to prepare a presentation for children. Teens: the course did not go into this."

"Selection for children: I had a fine book selection course. It was good preparation-- I wanted more. For teenagers: no; if I were to go into this area, I'd have to do a lot of reading on my own. (Note: this person is at the K-4 level now) I don't recall anything on working with either group, but this is personal: you either do it or not. Course in children's literature was very good but a repeat of the (undergraduate) course in book selection for elementary schools, though it did help to reinforce what I learned there. Young adult literature course: we didn't read enough books in this course-- should have been made to."

"I feel a little inadequate in the AV area for children-- maybe because I had no undergraduate experience in library work. I would have wanted to know more about suppliers for media; the catalogs come in and pile up and I'm puzzled to choose. As for books: it's OK, I know the standard references-- the guides now in the school are not current. For teenagers: no, coverage poor; may be because I emphasized the elementary area, being more interested in that."(this person has K-6 level; did not take the graduate-level literature courses but had the undergraduate one, "book selection for media centers") "I feel the book selection course ought to be divided into elementary and secondary, one semester for each." (she is not aware it used to be exactly that.) "There was not much on working with children; some provision if we chose, as Miss Sellers offered us the chance to do a booktalk at any level."

"Selection for children: fine as to theory; I started in an elementary school library, and know the kinds of things to order, but not how. I understand the philosophy but not the mechanics. I didn't really know how to use Library Journal in real practice. For teenagers: the philosophy was OK; what teens are aware of. (taught by Nipe) Working with children: was discussed in class, reference techniques, but not enough practical experience with children. Teens: same. Courses were good."

"Very well prepared in selection for children. I still have a slight preference for children's level but fell into this job (is now a high school librarian). For teenagers: we got more junior novel type, not so well for today's teens. They go for adult novels, heavier reading, Thomas Mann, foreign authors, Go Ask Alice-- I have a small group ofvery academically talented students-- the English teachers assign them the classics, etc.-- the more difficult things. Working with: not covered. (but learned from my own children)" (Apparently this person took the two former undergraduate courses in book selection-- elementary and secondary-- not the graduate ones, judging by other records. Says both were good.)

"Selection for children: very well. Teenagers: I serve only children. (implied has taken an interest only in this) Working with and helping: same as above. The children's course was very well taught." (apparently did not take the young adult course)

"Selection of literature for children: extremely stimulating, taught by Goodfellow; he loves literature; got the idea we were to provide what they should read, instead of what they wanted; we are to uplift them, give them quality whether they want it or not. Young adult: I feel I got quite a lot (Thompson), it was good. Working with and helping: was covered in psychology courses, not in library courses."

"Selection of materials for children: this was a big help, Sellers course, I remember it in detail. Teenagers: likewise, Thompson. Courses were a great help in dealing with children and teenagers-- learning how to get along. Sellers was fantastic: covered everything. Young adult course: same; had reports on authors, etc. The undergraduate course was fine, thorough, comfortable."

"Selection for children: particularly good-- no actual practice here. For teenagers: theory and where to find information was very good. I didn't realize the wide range you have to choose from. I came in here and suddenly dealt with variety-- the course didn't prepare me for that-- I was snowed. Working with: not covered-- most of the students already had teaching backgrounds. I did it by trial and error based on my own children and work as a substitute teacher. The courses were good overall."

"Both areas very good at both levels." (this person took both courses at both the graduate and undergraduate levels)

"Both covered quite well, if you are at a school or public library." (this person is at a college library) "Working with: very well done (both levels)."

"Children: the course definitely an asset-- has helped with younger sister." (this person is in a high school library) "Teenagers: also a definite asset. Working with: OK; you need a certain approach. Have not yet made much use of the children's course; it was very well done, lots of good projects, wealth of books covered, how to make presentations" (she is thinking mainly here of the undergraduate course)"and book talks. Secondary level: not as good as the elementary-- not as many materials covered-- lots on censorship-- not a wide span."

"Selection (both levels) covered very well. Working with children: yes, very good-- helping with reference work actually out on the floor needs more work. I gained it on the job (refers here to working in a high school library) A laboratory experience would help. I did a practicum. It was very useful, in a high school. There's a lot of stress on fiction and non-fiction as recreational literature, but more emphasis is needed on curriculum-supporting items-- maybe Glassboro should get the actual curriculums from typical schools-- get the sources used for supporting each area-- sometimes textbooks are ordered in lieu of." (this person reports taking a course in "children's lit." maybe ten years ago-- it must have been book selection for elementary schools-- here at Glassboro, and feels it was then incomplete.)

"Selection for children: very well prepared in this area. For teenagers: same. Working with and helping: not covered very much-- there's more to it than I thought. The courses were very useful."

"Selection for children: Sellers excellent. For teenagers: same, Sellers and Potts." (this person must be referring to two different courses-- one graduate, one undergraduate) "Working with: OK for all; I feel capable of working with all groups" (though this person is in a college library) "The courses were very thorough, capable, discussion, philosophy and attitudes."

"Selection for children: very good-- Sellers-- a good basis-- we read a lot of books. For teenagers: it was too unstructured; I never had to work at it. Working with and helping children: There should be something on story-telling-- we covered it too briefly. More on actual programs. Go and listen to some (entire class). How to give book talks-- ways to do it-- flannel boards-- actually seeing it on field trips-- say, at Gloucester City or Trenton. For teenagers: not really covered. Can you prepare someone for that? More on discussing programs. The course in children's literature was very good; the young adult one didn't cover enough."

"Selection for children: covered very well; Sellers can't be beat. The young adults: covered fairly well-- not as well as children. Working with: don't feel I got anything-- my main gripe is there should be some kind of practicum-- to learn how to apply things-- perhaps not formalized, because of work schedules, but practical experience under supervision. I'd like to have a student with me under such a program." (further responses show that this person took the undergraduate selection courses, not the graduate ones)

"Selection for children: excellently done-- Dorothy Willett taught it-- was excellent." (later response shows she was confusing this with the undergraduate course) "For teenagers: very poorly covered; I enjoyed it, there was much peripheral data, nothing concrete." (this person took the graduate young adult course) "Could use adolescent psychology!"

"Selection of materials for children: excellent. For teenagers: very good. Working with and helping: both very good. All courses good." (this person seems to have taken both courses at both levels)

"Selection for children: good; Sellers is quite capable. For teens: class was too large by far. Working with children: no; story hours needed; I now learn by listening to the children's librarian present programs. Working with teens: no; the young adult course was only on the literature-- a pamphlet from the State Library is useful, as it outlines young adult needs, etc.-- we need outreach with this group. We have a sports film program, ethnic dancers. Courses were good."

"The courses were well-taught, but I have not yet worked in a library so cannot evaluate..." (this person is still a teacher, seeking a library position)

"Selection for children: I had an excellent course in children's literature at Temple, some years ago, which went entirely into literature. The one here was not that good-- you don't really delve into the literature itself-- should do so-- should read a lot-- the course itself was almost all on selection." (note: that's the intention) "Selection for teens: covered fairly well, by a teacher no longer there-- otherwise, the same points apply as on children. Working with and helping: no, little or none, except some in the reference courses and there it's more on the materials themselves. Gaynor was best teacher, thorough, went into how to deal with reference questions." (toward end of interview, this person indicated she had actually taken the two undergraduate courses, not the graduate ones)

"Selection for children: took no courses in this; I had it years ago as an undergraduate. For teenagers: omitted it. "

"Children: good. Teenagers: fair to good."

"Selection for children: good. For teenagers: poor. Working with and helping: non-existent for both. Rating for children's course: 10 out of 10; for teenagers: 6 out of 10."

"Selection for children: yes, fine teacher, very helpful; it was taught off-campus by an extension teacher. For teenagers: a very poor course, instructor was mixed up, she always forgot what she assigned to us, no longer there-- she left at the same time as a very good instructor. Working with and helping: no coverage." (this person was uncertain whether these courses were the graduate or undergraduate ones)

"Selection for children: I wasn't interested at the time, knew I would not be using it on the job; yes, it would have been helpful. For teens: it was good; I was helped by it; would never have known of the Bulletin of the Center for Children's books-- Books for Teenagers. Working with and helping: not much. For teens: yes: discussion with other librarians in the class was very useful-- the professor can guide the discussion to bring out experiences-- should continue to do this. Also bring out the professor's own experiences-- Boltz & Cramer."

"Selection for children: OK, well-prepared, where to find things, all I needed. For teenagers: Fine, one of my last courses, I got more out of that. Working with and helping: Yes, covered, but feel some sort of apprenticeship is necessary for this: I learned more in the first 6 months on the job...applies to both groups."

"Selection for children: Well done, OK, very good book selection courses at Glassboro. For teenagers: not quite as good as children's. Junior high school was OK, senior high probably not. However, my interest was in the elementary level, so paid more attention to that. Working with and helping: hard to recall; I had taught for so many years, probably got my knowledge there and not in library courses."

"Children: good; took interest in that area; appreciation of literature, prize-winners. Teens: I have some 6th graders ready for junior lit.; it was a fine course. Enjoyed one of your courses, with projects, working with young people. Good courses, reading books, giving reports, group discussion. Sellers sure gives a lot of work. "

(One of the graduates did not fill out a questionnaire-- lives at a great distance so it was mailed to her-- but wrote me a long letter detailing how she works with teenagers in the high school library)

"Selection for children: I learned a lot-- Sellers. For teenagers: it was OK: Houlroyd. Working with and helping: no, the library courses didn't really do this. The courses were very good."

"Selection: I didn't take any of these courses. Working with and helping: covered to some extent in your courses on literature of behavioral and the physical sciences, sources and methods for reference work...helped with sources but not with handling children-- it's much harder to get information from children than from adults (when you're trying to help them answer a question)"

"Selection for children: Very adequate, fine. For teenagers: I didn't take the course. Working with and helping: nothing in the library courses; this is one of the problem areas-- need it but not covered. You're not prepared for the discipline problems-- you get shell-shocked. The discipline end of it-- they're fighting for kids to have an option, not to be forced to come into the library. This has now been improved. This year the kids can also go to the cafeteria-- and they can be bounced if necessary. When a teacher was absent, they used to send his classes to the library instead of getting a substitute." (this person is in a high school library) "The children's literature course was excellent. We read thousands of books! I resented it at the time, she really laid it on us." (added that it is now appreciated)

"Selection for children: covered very well-- Tubio. For teenagers: this was excellent, Potts. Working with and helping: fine, I have no problems."

"Selection for children: good, I didn't have the elementary course but... For teenagers: actually book selection for secondary schools, Boltz: he prepared me well to apply for Title II, titles and authors, reference things (down to earth details)...Working with and helping children: not done. Courses very good."

"Selection for children: very well prepared; that's where the emphasis was. For teenagers: moderately well; only a little touched upon. Some help but not much in working with children; I could not have functioned without other knowledge. Nothing on working with teenagers. Sellers was fine."

"Children: Excellent, Sellers, my favorite course. Young adult: not up to par. Working with: to be learned on the job or internship. To some extent, discussions would help. Was disappointed in the young adult course."

Selection for children: had guest speakers, authors, covered pre-school and easy materials, it was very good, Sellers. Teenagers: not as good-- it's harder to keep up with teens-- their interests change so fast. Working with and helping: not done; really not possible to do in class: you learn this in practice. Children's course was very good; the young adult class was good except the instructor made it difficult; he ridiculed students in the class (library staff)."

"Selection for children: This was the best preparation; Sellers-- you can't miss. Covered very well, particularly as she deals with books, not AV. Teenagers: less adequate than for children-- I would not have known the selection tools in detail. Instructor leaned more toward children. Don't recall how working with children and helping them could have been in the classes-- it was covered to a small extent. Teenagers: covered somewhat in the secondary selection course. The children's literature course was perfect: I took all courses aimed for children. The course in literature for young adults was the first course I took in the program; it was an eye-opener."

"Selection for children: Yes, covered. For teenagers: well-covered. Working with children-- not covered. With teenagers: not covered but it should have been-- adolescent psychology (of course a classroom teacher might have had this already). The course in children's literature was busy-work; good but unreasonable in workload. Teenagers: I enjoyed it; this is my area." (this person is a high school librarian)

"Covered selection for children fairly well. Teenagers: I didn't take the course but we got some of it in the reference course. Working with children: covered quite well-- I enjoy it, like children." (course that was taken was apparently the undergraduate one) "The children's selection course was good-- we couldn't possibly have done more than Miss Sellers does. Included American authors too little; devotes too much attention to foreign authors."

"More than adequate on selection for children. OK on teenagers. Working with: both OK, and really combined in my school (has grades 5-8). I enjoyed the children's course; it was a lot of work but good. Enjoyed them all, would take them again; good foundation."

"Selection of materials for children: probably covered pretty well, but I'm not using it. (public librarian) Teenagers: course not taken. Working with children: not much on this: it was mainly on the materials. Should have more on working with."

"Selection for children: Sellers fine, you really get it (with her). For teenagers: Houlroyd; not only materials but also psychology, very valuable. Working with: OK, lots of help in the YA course. The course in children: great, you need it. Same for teenagers."

"Had children's literature course; good, got much from it. Teenagers: I took the Young Adult course-- it was weak. Working with children: yes. With teenagers: no. Children's course was excellent, teenagers was very poor, though it could have been good."

"Both covered very well. Working with: both learned in non-library courses.Both courses good, but not very good."

"Selection for children was not as good as the teenager course-- it was more an overview of what children had been reading in previous years, than how to select for today. Teenagers: a very good course-- better than for children-- included ways to find out about teenagers. Working with: difficult to separate from the education courses-- though the library courses did help. Don't dwell so much on the past."

"Selection of materials: OK for both groups. Working with and helping: some with Sellers, but teacher background takes care of this-- education techniques."

"I didn't take literature for children at Glassboro. I acquired familiarity with books popular with children. Selection for teenagers: got familiarity with fiction popular with them, but I acquired familiarity with non-fiction as a result of experience on the job. Working with and helping: likewise a result of previous experience. Comments about some of the young adult fiction books were interesting. Non-fiction was not covered as completely, and the course was geared for junior high rather than senior high."

"Selection for children covered pretty well; very good, helpful. I felt best prepared at the elementary level upon graduation. For teenagers: fair. Working with and helping children: weak; I learned more from classroom discussions with other students than the teacher. Teenagers: We did cover this-- good course, Thompson. Discussed interests of teenagers, but not so much on the authors. We need to know which ones are good. I did learn most of that on the job. The course in children's literature was great, and the young adult one very good."

"Selection for children very good. For teenagers, adequate. Working with and helping children: the undergraduate program was good on children, but not as good at the graduate level. Teenagers: adequate. The course in children's literature was lots of work but very good, very useful. The young adult course was very topical, very good."

"Selection of materials for children: very good, Sellers. For teenagers: dreadful-- taught by someone no longer there-- her ideas were twenty years out of date for young adults. Working with and helping children: fine. Teenagers: fine, except didn't tell us about discipline problems." (list of courses indicates this person actually took the two undergraduate courses in book selection, not the graduate ones.)

"Selection of materials for children: fiction, pleasure reading was excellent. Being forced to read 40 books in one semester was a fine experience. Selection for teenagers: OK. Working with and helping children: not covered. (Teachers are very upset because children can't read-- I'm trying to order special materials to help.) Most of us were already teachers, so the professors may have skipped this. Working with teenagers: not covered. Both courses were OK."

My comments included with various of the above graduate evaluations bring out most of the points needed to place them in perspective. The undergraduate courses referred to were formerly separate courses in book selection at the elementary and secondary levels, now combined into one course in book selection for media centers. Most of these persons who took the undergraduate program had the two courses, before consolidation.

The chief point that stands out in these evaluations is that our graduates feel the preparation in children's literature, or in book selection for elementary schools, is excellent.

Many of them mention the great amount of work demanded of them in these courses. Some (laughingly) said they resented or disliked the heavy assignments at the time, but almost everyone in this category also said they now considered the work worthwhile and necessary.

I have avoided personalities in this report, except for the occasional use of a faculty name where relevant, but in this case it would not be valid to omit that practically all the children's work is taught by Professor Florence Sellers, and has been since the beginning. Her name is repeatedly mentioned and the graduates are strongly aware of the education she gave them.

Unfortunately, in the area of teenagers, or young adult literature, or book selection for secondary schools, the comments are much more uneven. This is because these courses have been taught by a wide variety of people, many of them adjunct (which is no longer the case) and sometimes the results were not happy.

Perhaps the courses on literature for teenagers also suffer by being compared with the clearly excellent ones for children. Standards may unconsciously be set higher by everyone concerned.

Another factor is that everyone agrees it is just more difficult to deal with teenagers than with children, so by its very nature a course in this area may inevitably fall short. In recent years, especially, discipline (in its broadest sense and in a narrow sense) has become a severe problem in high schools, and I have already said that the least happy group among our graduates is that of the high school librarians. For some of them, every day is a repetition of heavy stress, dealing with young people who resist education and the school staff and occasionally, I am assured, deliberately confront the librarian.

Many of our graduates were not too concerned by the courses in the children's area omitting how to work with children. However, many felt that this is vitally necessary in high school work, as well as for public librarians, who also have many teenage patrons. This is a challenge to the faculty who teach here, not just those who have the specific young adult area, to include opportunities for those students who lack a previous teaching background to obtain training in adolescent psychology. Perhaps in some cases individual students may find it best to take one or more courses in the appropriate departments of the College-- psychology or secondary education.

Comments often indicated that the courses lean heavily on selection of materials, not on the users of the materials. I am not aware of whether this is still the case, but library schools as a class are reputedly much more competent in selection techniques than in the psychology of the user. We at Glassboro need to teach both.

Here we get into an interesting controversy, however. A sizable number of our graduates, while believing it important to learn how to work with young people, believe it is impossible to teach this in the formal classroom. (compare responses in the section of this report on "skills necessary to your job which could not be taught in class) They would prefer that on-the-job opportunities be made available, perhaps by a practicum or equivalent of "student teaching", or by an internship program.

The College discovered a long time ago that one should find out early in his program whether he is going to be able to master the personal skills of dealing with people and students, and built in opportunities for this very early in the teaching curricula. Librarianship has not, as far as I am aware, done this anywhere, though we regard ourselves as educators. I have often heard librarians say, of a colleague obviously lacking personal relations skills, that it doesn't matter because he can always get a job as a cataloger! Not only is this an unfair calumny upon catalogers; it also misses the point, for they too must work with other people.

An associated area is that of learning the real interests and the real reading of young people, for knowing their psychology would be of little help without the tools. Here we run into a desperately tense problem, especially for the teenagers, and this is that so many of the topics they really want to read about, and the way in which these topics are handled by authors, are deemed in bad taste or not acceptable by the adults-- by parents, school boards, teachers, the general community. (in this connection, see the section of this report on censorship and the librarian's control of the book budget)

I will not discuss the topic in great detail here, except to point out that if the school and its library, and the public library, will not supply young people (or older ones, for that matter) with the materials they are really interested in, they will go elsewhere and find other ways to meet what they perceive to be real needs. This need not mean that the library has to include pornography, as so many critics believe; it does mean that there must be materials that face the facts, that empathize with the reader's problems, that arouse his interest through competent writing. Unfortunately there are still many people, not a few of them in our own profession, who believe the way to handle a problem is to pretend it does not exist.

Nor do I necessarily agree we should always think of these as just "problem" areas. As practitioners and teachers of practice in a service profession, we can fit all of this into the one great principle: that our users have a right to expect we will furnish them with what they want and need, from techniques of needlepoint to frank explorations of drug addiction, from realistic non-exploitative love stories to the background on current foreign policy.

DEPARTMENT OF LIBRARY EDUCATION
Glassboro State College
Glassboro, New Jersey

SYLLABUS
504- Introduction to Automation and Information Retrieval Rev.10/74

I. General Objectives

Increasingly, even small libraries are either using automated systems directly or interfacing with organizations (private or public) which require adaptation to their systems. The practicing professional librarian must be prepared to understand and use such systems. The course described here can be no more than an introduction, but the student should complete the course with the ability to proceed further as required.

II. Specific Objectives

A. understand and appreciate the librarian's need to be able to function in this area.

B. acquire a theoretical understanding of the nature of automated or machine systems, and how this nature differs from traditional library methods.

C. acquire the basis of a practical understanding of how the nature of automated systems requires adaptation, sometimes complete recasting, of the library's operations.

D. develop sufficient understanding of the literature and trends in this area to be able to remain up to date and increase competency as required.

III. Course Content

A. Introduction to automation
   1. brief survey of equipment
   2. methods of using equipment
   3. principles of application to library procedures

B. Methods of library systems analysis
   1. principles of systems analysis
   2. libraries as information systems
   3. methods of system description
   4. evaluation of systems

(continued on next sheet)

C. Implications of machines in the library administrative process
  1. relationship of the goals and functions of librarianship to data processing
  2. planning and implementing a machine system
  3. economic considerations for the administrator
  4. personnel and user problems

D. Library clerical systems
  1. administrative processes
  2. selection and acquisition
  3. catalog and index production
  4. serials records
  5. circulation control
  6. file conversion and input

E. Library intellectual processes
  1. cataloging and indexing
  2. reference, information retrieval and dissemination
  3. vocabulary control

F. Total library systems
  1. on-line systems
  2. library planning for automation
  3. microfilm, graphics, documents, new media
  4. information centers and networks
  5. journal indexing

IV. Teaching Techniques

A. motion picture films describing planning and operation of systems as nearly like libraries as possible

B. class visits to the college's computer center and, as time will permit, libraries in the general area using automated operations

C. lectures and discussions on assigned topics

D. group projects (or combination of groups and individuals where some class members prefer working alone) on practical planning of an automated system for some portion of a specific library's operations

E. visits by librarians and others who are actively involved in some aspect of automation and information retrieval

F. oral and/or written reports may be required.

(continued on next sheet)

V. Course Evaluation

A. Generally, the performance of class procedures described above is intensive enough that the instructor is able to evaluate each student's mastery without a separate written examination. This assumes a class size small enough for frequent and regular student-instructor interaction and observation.

B. Evaluation is made of the student's contributions to class discussions, responses to questions during lectures and field trips, and oral or written reports. The emphasis is on how well the student has understood the nature of automated systems and their application to libraries.

C. No matter what method if used by the instructor to evaluate the students, at the end of the course each student is offered an opportunity to anonymously evaluate the course and the instructor on forms supplied by the department.

VI. Bibliography (attached on separate sheet)

Graduate Evaluation of Introduction to Automation and Information Retrieval

(including general comments on the topic)

This course was one of the first offered in Glassboro's graduate library education curriculum. It was given first in 1968. The reader should be made aware of possible bias in the handling of this section: with a few exceptions, I have always been the instructor for this course, and might unconsciously underplay negative comments on it. (the other instructors were Manuel Tubio and Richard Sweeney)

This is one of the areas most of our students know little about. This is shown in their replies to the questionnaire, wherein it is often clear that their conception of the topic has an overlap with educational technology in general, and to some extent with management. In teaching the course, it has been my experience, every time, that it takes a few class sessions before someone sighs, and admits to having been frightened by the subject, at which point several other people smile and nod in agreement.

I will now proceed to give the actual comments by the graduates, and will give my own comments with these (as seems appropriate) and at the end. Respondents were asked twice about this topic: once in the list of all courses, when they were asked to evaluate each course; and once during a long list of subject areas, where the question was: "How well did your courses at Glassboro prepare you for..." Therefore, these apparently integrated replies are generally my own combination of two sets of replies.

"I didn't take the course-- the subject was mentioned slightly."

(same as above)

(same as above)

(same as above)

"Not suitable as one course-- either it should be much shorter (i.e., one unit within another course) or much longer (i.e., two courses or a program)." (this is the response of two persons together)

"I didn't take the course."

(same as above)

"I don't remember taking the course but the topic was taken up somewhere."

"Somewhat weak; we really didn't get into the nuts and bolts of standard library operations-- the course was really based on one library-- got into general survey of legal and political issues."

"Very good; the course was well done."

"I had no course; covered a little somewhere else; would not feel proficient in it."

"Took no course in it."

"I had the course-- some on the topic, not much; it's not relevant to my actual job needs. The course wasn't even taught well. No one really expected to ever use it."

"Interesting, glad to have had the course, but not useful to me presently."

"I feel weakest in this of all areas-- didn't take the course-- have a feeling it was not offered during my time."

"It was touched upon superficially in another course by Mr.Tubio. I didn't take the actual automation course."

"I didn't take the course. There was abrief introduction to audio-visual equipment, the library of tomorrow."

"Didn't take the course. Very little of it mentioned elsewhere."

(same as above)

"It was excellent-- taught by Tubio--I haven't used it yet on the job. We had to make up an automated retrieval system with IBM cards. I don't understand it now-- he was excellent in bringing this kind of thing down to our level."

"I enjoyed it except things were geared to a scientific library, and not relevant to a small public or school library-- we did set up a system."

"I didn't take the course."

"I didn't take the course but we had a whole project on it in another course."

"Didn't take the course."

"OK, but not necessary; I don't use any of it (on the job); it was well-taught."

"Very well covered."

"I'm taking the course now"(note: I was due to teach it until the sabbatical leave was arranged; Mr.Sweeney took the course for me) "and finding it very interesting. Getting a lot out of it, though it's not practical (for my job) yet."

"Taking the course now-- it's very good--I enjoy it though confusing at times."

"It was covered-- I have had no use for it-- didn't care for the course-- it was really kiddie play-- needle sorting cards-- no one does that any more-- we only watched the computer, didn't really do anything with it; should really work with them. The class groups could have had a real computer problem-- we did set up a retrieval system-- should have got our feet wet."

"I don't know how important it is for us (note: a high school libn.)-- we certainly became acquainted with it, but it's no use to me on the job-- I would prefer more on AV, TV, etc. I felt lost in that course, it was something entirely new to me, I am prejudiced against it; taught by you."

"Yes; under the circumstances, at least average coverage." (this person later, under the section on courses, reported not taking the course.)

"It was a good course, but not necessary except in special situations."

"We had a little of this." (apparently in some other course) "Needed very little. Someone else might need more."

"I did take the course and am very interested in it, but have no contact with or need for the knowledge. It was excellent."

"I was well satisfied. Excellent course in basic systems." (college librarian)

"That's an attitude you acquire-- you get confident-- machines are all different." (didn't take the course)

"Well-covered, fine."

"I kind of tuned it out-- never expect to use it-- I hope to be dead and gone by the time it gets here." (uncertain whether took the course or not)

"Didn't take the course."

"Yes, Ok-- your course-- and it was mentioned in other courses."

"Well-taught."

"Mentioned to some extent, not thoroughly; didn't take the course."

"It was poorly done; I have since taken IBM courses-- it seemed to be traditional, established library procedures-- did no more than hint at innovations."

"Never had a course in this."

"Good- rate it 8 on a scale of 1-10 (10= perfect)"

"Took course with Tubio; knew I would probably never use it, so it didn't register much. Course was all right but no need for it on the job. Well-planned and organized. It should be optional. I took it because it fit my schedule, actually."

"No course-- mentioned briefly in the AV course."

"Very nice but not relevant. Covered very well-- not sure I understand it!"

"Interesting-- OK."

"I liked it-- I like science. Would like more in it, to be aware of it; I talk about it to the children-- use of machines in the library; I talk to the upper grades about modern libraries." (This K-6 librarian took the course with me and borrowed a couple of my personal books on information science to use with her students)

"Didn't take the course."

"I didn't take the course; took a programming course in the Math. department. The library administration course went slightly into the use of automation."

"Good, OK, with Tubio; not of any use on this job."

"Just a little was mentioned."

"Good, though I may never use it! It was covered in depth. It was over my head. But the vocabulary has been very helpful. The class group reports-- you often learn more that way than by sitting and listening to the teacher."

"I didn't take the course-- nothing mentioned elsewhere-- oddly enough, we are now getting a computer!" (librarian at a county vocational school)

"I would have preferred to work with the computer more--some library schools require this. Glassboro should too. Need actual hands-on work."

"Very well covered, but not too relevant. It's good to know. I can't relate to it-- no applications to my job."

"Discussed somewhat."

"Yes; only a part of the course. It was good for what was covered. It made us aware very well. Very good."

"Didn't take the course."

"OK; I enjoyed it; useful."

"Great impression. You brought in lots of materials, articles (illustrating points made); many in the class didn't bother to read them, but I did. Even more is needed on this, on technology in general." (this person became so interested in the topic after this course, went to Drexel and got a master's in information science)

"I didn't take the course; the need isn't here yet."

"Didn't take the course-- no mention otherwise."

"Excellent; was covered in one course, elective."

"A little was mentioned-- more would have been better."

"It was touched on."

"Fine, but how to apply automation to various situations was not stressed. Retrieval system was interesting."

"Well-covered; interesting but not relevant here."

"There was a little discussion of MARC."

"OK, but I hated the course. The teacher knew his stuff but I hate the subject."

"Discussed very lightly in the AV course-- I saw no reason to take the course."

A large number of our students did not take the course at all, and others did so only reluctantly. Some students have told me they took this elective only because their advisor recommended it. Thus, the person who teaches this course faces a group of students who are mainly apprehensive, convinced the topic is beyond them, irrelevant, and also technical--- and I would tend to confirm the cliché that most librarians have a distaste for the scientific and technical. I find I must devote the beginning few class sessions each time to "breaking the ice", with a couple of simple movie films from IBM, a visit to the college's computer center, and some informal discussion on how this area is relevant to librarians, whether or not they actually have or use a computer.

I attempt to bring the students up to a point where they would be able to work with a programmer, if some aspect of their library's operations were to be automated, or if they were to tie in with another library or group of libraries using automated systems. Considering the point from which they are beginning, I consider the course a success if the students seem able to understand the nature of the process going on. They generally become much more aware of the information flow that goes on in any library, and they understand why each part of that flow must be pinned down, justified and charted even before one can talk about automating it.

I find little correlation between the type of position held by the graduate, and his or her opinion of the relevancy of the course. Some of the most interested people are elementary school librarians, who see it as a chance to understand this area and thus aid their students.

It's interesting that two graduates (who were interviewed together, at the same library) felt the course should be either shorter or longer. It is awkward to cover a complex topic like automation, information science, and information retrieval as an introduction; it might certainly be easier to teach either as a brief unit or as a program.

However, the entire area is felt to be too important by the department to devote less than one course to it; at the other end, the State of New Jersey does not seem about to invest in an enlargement of the present program. So....

Also note that most of the graduates remember this entire broad area as being mentioned little, or not at all, in their other courses. The existence of the course probably tends to make one feel it unnecessary to refer to the subject separately. I do get into it briefly when I teach the (undergraduate) course in Selection & Evaluation of Non-Print Materials, touching upon programmed instruction and computer-assisted instruction. From the comments, I would guess the media courses are where most of our students hear about technology in general.

One of the reasons librarians should know about automation is that it is one opportunity for them-- eventually-- to get machines handling the "donkey-work", as many of them call it, releasing the professionals for professional work.

Some of the graduates would like to actually work on the college computer. Until now, I have stayed away from even trying this because of the very basic level our students start from. This survey has convinced me that I should design a series of simple projects that can be carried out on the 1130 here, as this would give students a more concrete approach. Some would not even require computer time, just preparation of punched cards and a run through the sorter for the printer.

Many of the graduates admit now to having paid little attention to the subject, even while in the course, which has to be a blow to the teacher, but it is understandable. Until any student sees the relevancy of a subject to him, this will happen.

There were some favorable comments on having group projects. I don't know if my colleagues do this too in this course, but it appears some do. I do it because (first) I like that as a general technique, but also because in an unfamiliar subject area, I find it reassures students not to be alone on a project.

I have found this an oddly interesting course to teach, precisely because of these student fears and tensions. Each time it is a whole new ball game; I spend much time getting to know the class's state of knowledge and feelings, and we work our way together into the subject. Does it do them any good eventually? We'll poll them again in a few years.

DEPARTMENT OF LIBRARY EDUCATION
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

SYLLABUS

L. S. 505 - Bibliography and Reference

I. General Objectives:
   - A. To introduce students to the most frequently used types of reference books, providing not only the library techniques essential but also giving a broader concept of the facilities available for all areas of learning.
   - B. To evaluate specific reference tools in all of the various specialized areas of knowledge covered in elementary and secondary curricula.
   - C. To become familiar with the standard reference evaluation tools, such as Winchell, ARBA, Choice, Booklist, Wilson Library Bulletin, etc.

II. Specific Objectives:
   - A. To train students in the techniques of reference work in the library.
   - B. To introduce students to the reference tools they are most likely to find in a typical library.
   - C. To provide actual work experience by assigning problems which must be solved by using standard reference tools.
   - D. To introduce them to the professional literature of the field.
   - E. To develop criteria useful in the evaluation and selection of reference tools.

III. Course Content:
   - A. Professional tools.
      1. Selection aids and reviewing media.
      2. Trade bibliographies and union lists.
      3. Library/media periodical indexes and directories.
   - *B. Reference Materials (By form)
      1. Dictionaries and work books.
      2. Encyclopedias
      3. Yearbooks and Almanacs
      4. Atlases and Gazeteers
      5. Directories
      6. Handbooks and Manuals
      7. Serials and Abstracts
      8. Indexes (Including periodical and newspaper).
      9. Government Publications
      10. Audio-Visual Materials (Multi-media)
      11. Free and inexpensive materials.
   - C. Biographical Materials
      1. General
      2. National
      3. Specialized

L. S. (cont.)

- D. Information Centers.
    1. "Quick" reference aids and files.
    2. Emphasis on referral services.
    3. Telephone requests to Area libraries (in N.J.) or specialized reference centers.
    4. Collections and/or services designed for efficiency, speed and specialized, i.e., may be limited by subject, language, geography, problems, etc.
- E. Automated Reference (Examples)
    1. Catalogs on microform (EX: N.J. State Library MAC - Machine Automated Catalog).
    2. Pre-searched questions, and answers by computer print-out on request (EX: Phila. Free Library vocational series service).
    3. Literature searches (EX: University Microfilms subject print-outs of PhD dissertations).
    4. Commercial (EX: Chemical Abstracts, etc.)
    5. Other.

IV. Teaching techniques

1. Evaluation project sheets of major reference works.
2. Problem sheets on each unit. These vary. Sometimes students are given titles of specific books in which to find information. At other times, questions are listed, and the students must decide where to seek the answers. Other methods, involving student participation, are used.
3. Use is made of tapes and other illustrative material whenever possible.
4. Term projects, such as selection of new reference books, spending a Reference budget, etc. are called for.

V. Course Evaluation:

- A. Grade on Student evaluations
- B. Grade on unit sheets on specific sources.
- C. Term project mark.
- D. Optional - final examination (Class or "take-home).

* Subject Reference Materials will be studied in specific courses in the literatures of the sciences, humanities, and behaviorial sciences.

1975

Bibliography and Reference

including graduate evaluations of undergraduate courses
in Basic Reference, and comments on the teaching of
reference at any point in the Glassboro curriculum.
(courses 505, 200, 201, 202 and others)

As with the sections on other courses, the comments given here are taken from more than one part of the interviews. At one point, respondents were asked their opinions of the graduate course "Bibliography and Reference"; at another, opinions of the undergraduate courses in reference (if they took their undergraduate work at Glassboro); and at another place, "How well did your courses at Glassboro prepare you for reference work?" which, as expected, tapped reaction not only to the courses indicated, but also to reference as touched upon in other places in the program. The paragraphs cited here for each respondent are my own combination of these comments from several sources.

I have attempted to state whether each person actually took one or more of the courses mentioned, where the person knew. One of the hazards of interviewing is that the respondent is likely to remember more than he remembers-- he fills in gaps, seeks for consistency. The reader may judge by reading the actual comments. My reactions to the comments are sometimes with them, sometimes at the end of this section.

"We had a good background in reference-- had a stickler of an instructor-- a good knowledge of the tools. The graduate course was good; the undergraduate course lots of work but good."

"Yes, that was good."

"Basic Reference Work I and II, Sellers, her reasons were good, dug right into the book, excellent." (this person does not remember taking the graduate course)

"Fine- feel it did well- the teachers gave me everything I needed-- I still have some papers-- I still use the outlines. Tubio covered the use of government documents very well. Sellers was very good; I was required to take this before the other courses-- that's how it should be, first."

"OK, very good."

"I learned a lot, fine."

"Should upgrade it, more up to date materials, more professional. Had a visiting teacher, which was OK for those new to the field, not for those experienced: just busywork."

"I remember taking it as an undergraduate (elsewhere); not very clear on it at Glassboro."

"No, I feel a little weak in this area-- need more on reference techniques. The course was very good."

"Fairly good; each course involved doing assignments in the reference room. We should have got perspective on entire collection as a working tool. The reference room should have been the classroom. Graduate course good, undergraduate very good."

"Very well. Taught the use of reference room very well."

"Good, very helpful."

"I had the worst basic reference course, the teacher never got it organized-- nice man but a terrible teacher- I got familiar with the reference room through the Lit.of Social/Behavioral Sciences course, which I took first." (as this person disclaims taking undergraduate library work at Glassboro, the comment on 'basic reference course' must refer to the graduate course.) "The course was poorly organized and we didn't examine many types of materials." (public library dir.)

"Yes, well covered. We had real problems, went into the reference dept. and found the answers-- Fine!-- actual experience with you." (As I have never taught 505, this person is thinking of another course, probably one of the literature ones)

"Useful, use of tools and selection, especially periodicals selection, criteria and sources." (refers to undergraduate course)

"OK-- it was the first thing I had-- excellent. Took the two courses." (referring to 'two courses' is our clue that this person is really remembering the undergraduate 201 and 202)

"Excellent, very well covered in most fields. One area lacking was Business, Computers, business literature-- for those working in public libraries with local business people-- you need more than just the basic sources." (note: this is covered in the specialized course on literature of the behavioral sciences)

"Covered in several places, very worthwhile, a lot was asked of us, and I learned a lot. Very thorough."

"The courses were excellent. Highly structured, well-done, Gaynor."

"Well-covered, especially with Gaynor. First course taken." (As this person took both the graduate and undergraduate courses, I would have to know which course Mr.Gaynor taught to identify the level, but I suspect this person and the preceding one are referring to the undergraduate one.)

"Sellers-- very busy, lots of work, very thorough-- it's the only way to learn-- very worthwhile. We worked hard."

"Very good." (this person had a long comment under "reference work" which obviously referred to another course; I have tabulated it there)

"Covered fairly well. Reference courses were helpful."

"It was one of the first courses I took. I felt lost at first-- it took several weeks to adjust. Most of the reference work was more suited to high schools and adult libraries; need more coverage on the elementary level. Give some elementary library reference sources. I was brand-new in the field and it was over my head." (this person has K-6 level)

"Yes, but I think the course was too much. We got 20 questions each week plus books to evaluate. You don't take it seriously after a while. It should be less sheer quantity. You don't really need to memorize that many books. After a point, you lose respect and interest-- you have other things to do-- I would prefer the prof to give responsibility." (made clear that the foregoing meant the graduate course) "as to the undergraduate one, Gaynor, it was good, many materials."

"Not OK for me. I was a science major (as an undergraduate) so didn't take the specialized courses. Only Basic Reference I and II." (This person's checklist of courses taken shows not taking the graduate course in reference, but both undergraduate ones; if the graduate's memory is accurate, the question arises why she did not take 505.)

"Very well. Well-taught." (this person was not clear on which courses these comments applied to)

"I took Basic Reference I and II, Boltz and Bilancio; felt they were good, fine preparation. I knew little then, learned a great deal, much of my present work with Grades 5-6 is based on them."

"Very well- I can go straight to it (sources)-- lots of hard work, worth every bit of it (Sellers)-- I knew I was going to be using it." (this person was pretty sure she meant the undergraduate 200)

"Fairly well covered-- I'm fuzzy on what was covered because I was working then. It was good." (unsure as to division between the graduate and undergraduate courses; had both)

"Good, covered what was needed." (graduate) "Both were OK." (undergraduate 201-202)

"Done on a superior basis-- much attention given." (believes this refers to the undergraduate courses; did not have 505) " Very good, especially Reference II."

"Very necessary, well taught."(graduate) "Beneficial, you need both for print and non-print..." (undergraduate 201 and 202)

"Not much practical work. It was theoretical. It would be good to require everyone to sit at the Glassboro reference desk. The course was good."

"OK; I could use another course. The course I had was excellent."

"I feel the informal atmosphere of reference courses helped greatly in learning how to deal with the reference client-- especially your reference technique is good." (as with an earlier respondent, I think this person is confusing courses, thinking of literature courses, which can be considered part of reference) "The undergraduate courses were presented differently from the graduate level: the emphasis was on helping yourself to use a library."

"Yes- there were so many titles- I would have to be refreshed- we covered a lot. The course was good."

"I was well-prepared; I do enjoy this area. Fascinating." (this person does not indicate taking 505, but thinks she did take 201-202.)

"Very good."

"Grade of 4 on a scale of 1 to 5 (5= high). Course was excellent." (then as to undergraduate) "Above average."

"Fairly well- I'm a firm believer in knowing what you actually have. I like to check books in and shelve them myself to get to know them."

"Well-taught."

"Gaynor went into it (the technique)-- the other reference courses were almost entirely on the books themselves-- he kept stressing, the biggest thing is determining what they're actually after. The graduate course (505): Very good; I worked very hard that summer."

"Very good. Excellent course except that there were so many books to examine. That made it difficult to get to know many of them well."

"Good. Rated 10 (out of 10) as to content but the teacher was lousy, Mr.______."

"I had one course with Sellers-- it was excellent." (appeared to be unsure which course, but probably Basic Reference I, #201)

"Stress was on using indexes-- I didn't realize that time there were such things as encyclopedia indexes-- covered adequately. Bilancio was very thorough." (probably Basic Reference II) "Graduate course was excellent."

"Could have had more. I still don't feel adequate to it. The classwork was theoretical. You need practice in people actually asking questions. The course was great as to the materials."

"I liked the reference courses very much. Felt I had a good background in that." (seems to have taken both graduate & undergraduate courses)

"OK, I liked that, that's for sure. Individual work with books-- I like science. Graduate course good. Undergraduate: Bilancio and someone else, I was just starting out; was OK."

"I feel the reference courses were well-covered: Sellers."

"Just the one course: would like to do practice work part of a semester, go into specific titles (lecture) the rest of the semester, how to set up a reference section, what percentage to have in encyclopedias, dictionaries, what types to have, also atlases and almanacs, what grade levels need what, what levels to cover, what people should expect of the reference sections of different public libraries, lecture on all this." (did not indicate which course was taken)

"Covered very well-- Sellers is very thorough. Maybe the graduate course ought to be two semesters, as it was jammed with material. I did already know bibliographies from my undergraduate work."

"Quite well-- need more serious use of the library at the senior high school level. Took both undergraduate courses-- fine-- Sellers 201, Potts 202."

"Fully covered."

"Very good- two courses, both graduate." (this person's list of courses taken indicates she actually means two of the literature courses, which most students consider a branch of reference) Undergraduate: took your Basic Reference II, very good."

"Yes, OK. My only regret is that the Bibliography & Reference course would have been better appreciated if taken at the end of the program. I feel now I need a great deal I did not get at Glassboro; am starting a new center and would want to review my notes. Actually, this was my first course and it was good-- Sellers-- I didn't know the books yet but some of the other students did."

"Very good."

"Not too pleased with courses-- took Reference I and II-- we got sheets to go check reference books-- lots of written work-- go and check sources- Didn't feel I knew the material after doing it. Much better to examine the books in class, each person tell the class about one. This is how the Public Library course was done....Definitely important, could have been done better-- we mainly used reviews, not the actual materials."

"Very well covered- I took several reference courses-- have had less use for some, but they were fine. Bibliography & Reference was not as good as usual, adjunct teacher, philosophized but did not cover things-- didn't cover books." (when this person mentions taking 'several' reference courses, this indicates she is also thinking of at least one literature course)

"This is my preferred area-- IT was OK except for the science course-- liberal arts background is good for this (I have a degree in biology)." (this respondent indicates she did not take 505, but did take our 18-hour undergraduate program some years ago. Apparently she is saying the latter were all right but not the science literature course.)

"I took one excellent reference course-- could well have used more-- am most interested in this area. Course 505 was good." (I am not sure whether 505 is the course mentioned as 'excellent')

"Yes, I took a couple of courses. Would highly recommend the graduate course. Undergraduate: enjoyed them all."

"The course should cover types of materials, not individual titles. The courses were pretty good except for this; also need more on techniques of reference, aside from materials."

"Good. The undergraduate courses were very good." (this person mentions taking both Basic Reference courses)

"In some areas, yes. General reference was good. Courses hampered by the poor collection at Savitz."

"Books were covered well; reference work was not. The kinds of questions in real practice are not those you get in a course. Need to be more practical. Most questions are really (of the type) 'where can I find something on...' " (this person does not remember taking 505, but did check off two literature courses and two undergraduate reference courses, so the comments apply to those. Impossible to know which.)

"I had a nice course in that-- covered very well. The graduate course was OK. The undergraduate two courses were good; I still refer to my notes on them."

"Yes, in the specialized subject reference courses. We all had practice in that. Some were fine, some not. Cramer was extremely precise-- the reply must be in proper form-- use worldwide method." (also)"course with Gaynor was good." (the latter may be the undergraduate course)

"Pretty well covered. Education references were not covered to a great degree. There could have been a greater variety." (this person is more likely referring to the behavioral sciences literature course, as she does not indicate taking 505 or the undergraduate courses.)

"Excellent-- a great amount of work but very valuable. I was actually working with reference materials while studying them (working in a public library). Graduate course was valuable, fine. "

"Very good-- both graduate and undergraduate courses. Lots of work in the undergraduate courses-- you appreciate it on the job-- all college students should take it as research background; it's the key to use of library materials."

"Good. Fine." (lists only undergraduate, and literature courses)

"Nothing." (this person went on to indicate that while she had some reference work, which was "good", she was still horrified by a course taught by an adjunct person: this person, not a librarian, apparently omitted consideration of reference books and talked only about the basic subject areas in a philosophic way.)

I need not emphasize that reference work is a highly important area for librarians. It comprises the wise selection of reference books and other materials in the first place, getting to know the entire collection and resources outside one's library, and then knowing how to apply this knowledge to the problems of library users. One of the perennially frustrating facts to face all college teachers-- not just those in library education-- is that so many incoming freshmen (I refuse to call them freshpersons) lack even the very simple basics of library techniques. Many don't know what the Reader's Guide is, not to mention the other indexes. Many have become accustomed to doing "research" by copying articles out of the nearest encyclopedia.

From this group come not only those majoring in other areas, but those taking the 18-hour certification program in librarianship. This was formerly for a certificate called "teacher-librarian", whose existence was originally based on the idea that in a small school, a person would teach a little and "library" a little. (It is now called "associate educational media specialist", a fine example of progress.) In turn, many of those who take our graduate program are people who first got interested in the topic in the 18-hour program. And, getting back to reference specifically, one of the areas they find they need more of at all stages is familiarity with the tools and the ability to use them (and to help others to use them).

One of our graduates told me, and I verified this by checking some old catalogs in the archives, that once upon a time all our students at the College were required to take a course in library usage-- really, in reference technique. She said this was really valuable and necessary, and I believe it would still be so today. Unfortunately, no major area is likely to give up a couple of hours of its program for this purpose. Nor are they likely to return to the days-- less remote-- when each undergraduate was required to undertake a "professional research" paper. My feelings in this matter are certainly going to be thought of as prejudiced, but they are: that we should return to requiring courses in library usage and the writing of a major research paper, requiring library research.

Our graduates have mixed perceptions of the quality of the reference instruction they received here. Fortunately, where the instructor was a regular fulltime member of the department, their ratings were usually high. While some of the adjunct instructors also received high ratings, others of these got the worst ratings. The program has now settled down to where essentially all of the courses are taught by the regular fulltime staff, so many of the criticisms, while important, no longer apply to the present program.

Some graduates felt there was too much emphasis on the reference tools themselves, and not on the usage-- applying them to the problems through a reference interview, for example. Others added that consideration of the tools ought to be of general types, not of the vast numbers of individual titles. This latter reaction includes those who did not want to have to know so many titles, due to the work involved, and others who said that individual titles change over the years, so why memorize what may be here today and gone next year.

I have said before, and during the individual comments, that one of the major problems in interpreting the comments is the confusion over which courses they apply to. I would have had to obtain copies of each graduate's transcript to verify exactly which courses each one took, because their memories are incomplete, but even this would not avoid confusion between courses. The best I can say is that the comments at least refer to the teaching of reference-- at some level and in some course. Graduates are more accurate in remembering the name of the teacher, than the name of the course, which is how I have been able to judge they are more satisfied with the present staff than the past adjunct ones. Many of the graduates took the undergraduate 18 hours when these still included two courses in reference; I frequently taught the second of these. The present program includes one reference course, and a number of the graduates would like it to be returned to two.

The reader will have to turn to the section on the literature courses for a complete picture of reference teaching, as these are widely regarded as reference courses. (Literature of Science, of the Humanities, and the Behavioral Sciences) In a few cases, I have included in this section comments that may really apply to one or more of the literature courses, because the respondent insisted they were reference.

There was surprisingly little comment on the sequence of courses. One person felt the reference work should come first; the other said to put it last. (That should settle the matter.) My own attitude is toward the side of putting it first, or at least early.

Comments on the selection of materials for evaluation being too easy, or too specialized, have to be read in context. Some of our students are already working in, or expect to be in, small elementary school libraries with very limited and very simple collections. (Though why a small elementary school should not have a large collection with wide ranges, is another question) These people want intensive work in the simpler, basic tools. Others are in, or expect to be in, senior high schools, adult sections of a public library, or a college. Their perceived needs are obviously different. The faculty can only try to gear each course to a reasonable compromise.

We then move, logically, into the laboratory collection of tools which we teach: the library possessed by the College (Savitz). A number of our graduates are unhappy with the range and depth of specific areas, though this is improving rapidly. Others point out that key works have pages missing, torn out by other students. Most of the graduates wish us to offer a good mixture of lecture, discussion, and laboratory reference work in Savitz. Actually sitting at the reference desk, as one suggested, doesn't work out in practice because you can't control whether the person will actually get any relevant questions during his assigned time. Savitz staff have been cooperative but I do think our library students underestimate the problems involved in doing more laboratory work. In my own courses I do try to give a good bit of this through my own questions and those of their peers, but inevitably the situation is a bit artificial.

DEPARTMENT OF LIBRARY EDUCATION
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SYLLABUS

L.S. 506 - History of Books and Libraries

I. General Objectives:
   A. To understand the development of communication and its relation to cultural development.
   B. To emphasize the importance of print and books in the evolution of Western civilization.
   C. To appreciate the role of libraries as a catalyst in education and as a preserver of man's achievements.

II. Specific Objectives:
   A. To explore basic communication media.
   B. To see development of written communication.
   C. To trace history of manuscript book.
   D. To study evolution of the printed book.
   E. To appreciate fine books and printing.
   F. To note beginning of libraries in ancient world.
   G. To examine library history in Europe and the Americas.

III. Course Content:
   A. Communication
      1. Media
      2. Development of Alphabet, Script
      3. Spread of Printing
   B. History of the Book
      1. Typography I: Early Printing.
      2. Prototypes, Elements, Binding
      3. Paper, Ink, Type faces
      4. Manuscript Books
      5. Typography II: 19th Cent. Mechanical Developments
      6. European Masters
      7. The American Printer, Early American Printing
      8. Fine Books and Printing. Illustrators
      9. Typography III: Modern Book Design, Automation, new Technology
   C. History of Libraries
      1. Beginnings in Ancient Civilization
         a. Babylonian & Assyrian libraries
         b. Egyptian libraries
         c. Greek libraries
         d. Roman libraries
         e. Byzantine & Muslim

      2. Development of Libs. in Europe
         a. Early church libraries

- b. University libraries
- c. Private libraries
- d. National libraries
- e. Public libraries

3. Libraries in America
   - a. United States
     - (1) Colonial Period
     - (2) College & Univ. Libs.
     - (3) Public libraries
     - (4) School libraries
     - (5) Governmental libraries
     - (6) Private libraries
   - b. Canadian libraries
   - c. Latin American libraries
4. Special libraries

IV. Teaching Techniques:
- A. Lectures
- B. Demonstrations
- C. Field trips
- D. Color slides and filmstrips
- E. Research Paper
  - 1. A library history (local ie N.J.)

    or
  - 2. Some aspect of modern American printers or the graphic arts.

V. Course Evaluation:
- A. Class participation
- B. Grade or research paper
- C. Final Examination

History of Books and Libraries

Many of our graduates enjoyed this course (and some did not) but the prevailing opinion is probably that the topic is not necessary to the curriculum-- it's not "practical." Our only consolation is that the odds are pretty good this is the opinion in most, perhaps all, of the professions: that more than one generation of us is prepared to cope with the future without knowing the past. I find this depressing, at least. Further comments will be found amidst the comments of our graduates, and following them.

There is a little overlap here with the question on "How well did your courses at GSC prepare you for (understanding) the functions of libraries in society?" for a number of graduates associate the two, perhaps because the course (undergraduate) on Introduction to Librarianship mentions the historical aspect. Therefore, the reader, to get a complete picture, will want to check that section as well.

Primarily, however, the replies given here come from two places in the interviews: First, where the list of courses is presented, and the person asked for his opinion now of each; second, where he is asked "How well did your courses at GSC prepare you for (understanding) the history of books and libraries?" The latter, seeming at first a mere duplication of the course question, actually is intended to get at any other coverage of the historical aspect encountered by the graduates. What appears to be one reply here is in most cases my combination of responses given by the person at two, sometimes three, different places in the interview.

"I didn't take the course-- not sure it was offered (during my time)."

"Good-- sufficient."

"Good- a fine course-- we had to dig into it-- I enjoyed it."

"Very interesting-- informative-- not required; not practical."

"Pleasant, nice, but not vital-- not necessary."

"Didn't take it."

(same as above)

"Liked the course. I suppose librarians should know these things, but they're not much value on the job."

"Miss Bump was excellent." (adjunct)

"Very good."

"Fine, very helpful."

"Pretty good; Houlroyd covered ancient history mostly. Interesting, fun, I'm glad to have had it, but not useful now."

(didn't take the course)

"Of all the courses, this one was least necessary to actually functioning as a librarian. Every course was very practical except this one. It gives you great background but no use on the job.-- I didn't enjoy it, found it boring, unnecessary, cut and dried, could have used a couple of classes on it, that's all-- lots of names, dates, facts."

"Well-covered; I enjoyed that course."

"Terrible. Properly taught, this could be a very interesting course. I took it in the summer with ______ (adjunct, practicing librarian) who was very poor. I really regret-- really-- missing this course."

"It was a complete waste. I enjoy history courses but-- this could be a fine course but-- Mr.______ was kind of disjointed, no text, areas assigned on a poor basis, lectures were very dull, somehow it was all very negative." (the instructor referred to was not a member of the department)

"Yes-- I felt it left much to be desired. The teacher-- he expected minute details on the test-- insignificant details-- and he wasn't prepared-- a big flop-- I love history and this should have been interesting-- it was a regular staff member." (implied, same as person immediately above)

"Didn't take the course."

"Good."

"Didn't take the course."

"Very interesting."

"I took the course, but _____ was terrible. She didn't teach it; she went into how her library was run. Terrible." (person referred to was a practicing librarian)

"Didn't take the course."

(same as above)

"I've studied this on my own-- doubt if I will ever take the course."

"We went into this in the undergraduate course (Intro.to Librarianship)- it was very interesting, excellent."

"OK; less than good. Not really enough for a whole course. Probably better to combine this with some other course."

"Didn't take the course."

"I took history of books and printing at Drexel; transferred here to finish my program."

"Particularly interesting-- I always was personally interested in old books-- but it's not necessary for most situations-- though it was the most fascinating course I took."

"Very good."

"I took that; a good course; I love history and would want more. There was too much student participation. We should be shown fine books (as part of the course)."

"Definitely-- an independent course-- doing the work yourself-- we each did a project-- very good."

"Good."

(didn't take the course)

(same as above)

"Miss Houlroyd was excellent."

"I started it with _____. Then I dropped the course; on the first day she frightened me off with discussion of the papers required."

"Well taught."

"Interesting-- I don't know if it's really necessary-- if there must be any electives, this one is not vital."

"A real baddie-- the instructor is now gone. Terrible teacher." (note: refers to same person as in page 2, 6th entry from bottom)

"Satisfactory."

"Score of 8 on a score of 10= perfect."

(didn't take the course)

"Excellent-- Houlroyd."

"I didn't like it-- the teacher and I clashed."

"Good, I loved it. But ______ was not my favorite instructor; not too good."

"Didn't take it, but it would be interesting."

"Thoroughly covered; no need for it to be a whole semester. Too long."

"Not here-- I took a very good course in it at Montclair."

"I didn't take the course. We talked about the subject briefly in a reference course and in selection."

"Good."

(didn't take the course)

"It was the worst course I ever had. It was a great opportunity, but it was lost. The professor would merely read his notes, page after page. This was 2 years ago, Mr._____; I regret very much to have missed the glamor and interest of history. This could be a great course."

"Yes; it really didn't relate to my job, but very enjoyable."

"I didn't like the way it was taught. It was divided into different topics each week; the students taught each week-- you wound up learning only your own segment. I couldn't adjust to having a different "teacher" each week.-- it was interesting but not relevant." (the class referred to was run by subdividing the subject into many units; each student was responsible for leading class discussion on one of these units, with all the other students responsible for preparing, by their own reading, to participate actively with the weekly leader and with the instructor. How do I know? This was the one time I taught this course.)

"I didn't take the course-- would have liked to-- have filled it in a little(by own reading)."

"Excellent."

"I wanted more. I am interested in it-- but it is not necessary (to know this) to be a good public librarian."

"Good-- would highly recommend it."

"Not really important (to know)."

"Interesting-- too much show and tell"-(taught by a library staff member, same person as on page 2, entries #6 and 7 from top)

"Excellent."

"The course needed improvement. Mediocre way it was presented. Rather poor. Some of the facts were not known, professor not prepared. Many discrepancies-- students could see it."

"OK."

(didn't take the course)

"Interesting; not applicable to my job. Well taught."

"As much as needed."

"Very good, thorough coverage, European and English/U.S.; Asia, Africa, Latin America were omitted."

(didn't take the course)

"OK-- do you need it? "

It will have become clear to the reader that many people have taught this course once, including the present writer. Some are not remembered with any fondness by our graduates. As with other courses, the present situation is entirely different, the regular fulltime faculty handling this course, so many of the criticisms are of a past which no longer exists. Some of the faculty were librarians working in nearby libraries or in the college library. Some simply did not know how to teach; some irritated the students by techniques or by not meeting their expectations. Some did a heck of a good job.

A number of our graduates did not take the course at all.

It's interesting to note that (as with the course in automation and information retrieval) many felt the course was unnecessary for a "practical" librarian. The difference is that many who saw little or no relevance to history nevertheless enjoyed the course, or said they could have. This was a rare sentiment in the other course, which I explain by the fact that most librarians come from a background of the humanities and/or education; very few librarians have any interest or background in the sciences.

Even so, those who rejected the relevance of a course in history seem to have been motivated strongly by a feeling that when they got out there on the job, they were going to need every possible "weapon" (skill) in their potential arsenal, in order to succeed. Thus comes the tremendous drive to master as many "practical" things as possible, and I do not mean to make light of that drive; without it, the service motive would be far weaker. Indeed, a number of our graduates who have worked as colleagues with graduates of other library schools have told me the Glassboro preparation is much better from the straight viewpoint of walking in and doing the job; the other schools give a stronger "theoretical" background.

One person noted the emphasis on American and European aspects of the history of books and libraries. We know that this has been a criticism of history teaching in general, until fairly recent years, and it is probably still a reflection of many texts. Obviously whenever this course is taught, there must be some attention given to all major areas of the world, though the fact is that libraries have not been important features of the society in many areas.

The aims of this course, as given in the department syllabus, are broader than what the word "history" might imply. Notice the repeated reference to communication. Ideally, the student in this course comes to develop a sense of how human communication needs have evolved into the need for formalized institutional entities known as libraries, and officials known as librarians to operate them. In this way the graduate of the program should (without consciously thinking about it) make professional decisions with regard for the continuity of this process. With the world of information, knowledge and storage thereof changing so rapidly, someone involved in that world must possess the context of history to keep the end firmly in control of the means.

As to broadening the geographic scope of the course, clearly an area deserving attention is that of the Orient. In recent years, surprisingly preserved manuscripts have been found in areas under Chinese domination (though they were created by peoples of the borders) and the mainland regime has placed a high priority on the discovery and preservation of its own past. Reproductions of many of these are available and should not be neglected. Most of us were taught a history which described the Asian tribes as ignorant savages. Many of them had a culture higher than that of Europe at the same time.

Some of the graduates are critical of teaching history by the old method of memorizing places, names, and dates. This effectively kills real interest in the topic, though we must not (as so many schools have done) toss out the factual basis entirely, for this leaves the student generalizing about concepts and processes in a vacuum. The art of teaching includes balancing on that tightrope of the appropriate mixture of facts and concepts.

This should be, in the best sense, a cultural course. Many of the graduates said they did, or could, enjoy it.

Let us hope that whenever this survey is repeated, for people who passed through the program after it settled down, the reactions will be exactly that.

DEPARTMENT OF LIBRARY EDUCATION
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

SYLLABUS

L. S. 507 - Multi Media in Libraries

I. General Objectives:
   - A. To conceive of the modern library as a Multi-Media Center.
   - B. To apply the principles of audio-visual techniques, selection of its materials, equipment, storage and administration to the traditional field of print librarianship.
   - C. To explore specific media in regard to criteria for the best utilization.

II. Specific Objectives:
   - A. To discuss the philosophy of the use of Multi-Media in libraries.
   - B. To study criteria for the selection of the most appropriate hardware and software for the library's needs.
   - C. To examine standards for choice of necessary equipment and machines.
   - D. To plan the organization and administration of Multi-Media service.
   - E. To prepare to extend audio-visual services to the library's public.

III. Course Content:
   - A. The IMC (Instructional Materials Center), LRC (Learning Resource Center), etc., concept.
   - B. Source materials.
   - C 1. Bibliographies.
     - 2. Selection tools.
     - 3. Standards, i.e., Media Programs: District and School, 1975, etc.
   - C. Administration of Multi-Media materials.
     - 1. The "unified catalog".
     - 2. The "integrated collection".
   - D. Visual materials - Still.
     - 1. Filmstrips.
       - a. Sound
       - b. Silent
     - 2. Slides and transparancies.
     - 3. Graphics.
       - a. Posters
       - b. Art & Study prints
       - c. Maps & globes.
     - 4. Microforms.
   - E. Visual materials - Moving.
     - 1. 16 mm sound.
     - 2. Super 8 mm - sound & silent.
     - 3. Videotapes.

F. Auditory formats.
  1. Recordings.
    a. Tapes
    b. Cassettes
    c. Discs
  2. Radio
  3. TV

G. Tactile formats.
  1. Games, toys, etc.
  2. Models and sculptures. Realia.
  3. Specimens.

H. Copying.
  1. Mimeograph, ditto, etc. - Multiple.
  2. Zerox, etc. - Single.

I. Special media facilities.
  1. Dial access, remote storage, etc.
  2. Computerized Learning Labs, etc.
  3. F.M. Radio studio.
  4. CCTV facilities.

J. The Media Production Laboratory.
  1. Facilities.
  2. Darkroom.

K. Maintenance & Repair of Multi-Media.
  1. In-house.
  2. Service contracts.
  3. Role of technicians.

IV. Teaching Techniques:
  A. Assigned textbook.
  B. Lectures, and guest experts
  C. Laboratory experience and/or field trips.
  D. Use of AV equipment!

V. Course Evaluation:
  A. Grades on class projects.
  B. Grade on an in-depth study of a type of media.
  C. Optional - Final examination.

DEPARTMENT OF LIBRARY EDUCATION
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SYLLABUS

L. S. 519 - Preparation of Inexpensive Instructional Media

I. General Objectives:
  - A. To understand the place of local production of unique materials in the media center.
  - B. To provide the skill to produce inexpensive instructional materials of minimal production capability.
  - C. To promote the use of visual materials in teaching in learning resource centers, and public libraries.

II. Specific Objectives:
  - A. To construct first level media production objects for the user.
  - B. To translate the design function of requested simple and inexpensive aids into completed projects.
  - C. To give eventual guidance to media production workers and/or teachers in preparation of media materials.
  - D. To become aware of sources of producing media materials.
  - E. To plan for space, tools, facilities, equipment and materials for first level media production laboratory operation.

III. Course Content:
  - A. Introduction
    - 1. Philosophy of local production of unique materials/the media production laboratory.
    - 2. Importance of the design analysis function - preceding decision on proper media object production.
    - 3. Standards of equipment, materials, facilities, etc. of the media production laboratory in an I.M.C. (Media Programs: District and School, 1975).
    - 4. Sources of ideas for preparation of materials.
  - B. "Disposable media" - General duplicating services.
    - 1. Typewriters
      - a. Large type/carriage machine
      - b. Varitype machine
      - c. Foreign language IBM "balls".
    - 2. Duplicating machines (multi-copies)
      - a. Spirit (Ditto)
      - b. Ink (Mimeograph, etc.)
    - 3. Copying machines (single copies)
      - a. Xerox (Electro-static)
      - b. Reader-printers (micro-forms)
  - C. Production of first level media projects.
    - 1. Graphic materials
      - a. Poster construction
      - b. Signs/Lettering
      - c. Flannel board cut-outs.

        - d. Simple "stick" figures.
        - e. Bulletin board design
        - f. Other
    2. Photography
        - a. Dry mount techniques
        - b. Photo-lift techniques
        - c. Simple picture taking
    3. Transparancies
    4. 2"X2" slides.
    5. Audio reel-to-reel and/or cassette tapes.
    6. Assembling of simple kits on a specific theme.
    7. Optional - construction of elementary 3 - dimensional objects. (Example: a meter ruler, etc.)

IV. Teaching Techniques
  - A. Students will bring to class necessary tools for making visual aids: Blade, ruler, a pair of scissors, flannel (11 x 14), cardboard (11 x 14), pencil, tracing paper, felt tip pen, and a 2-inch nail, pointed pen, cotton, speedball pen, etc.
  - B. Students will hand in each assigned project before the deadline.
  - C. A portfolio of the total projects will be handed in at the end of the session.
  - D. Individual and group instruction; demonstrations.

V. Course Evaluation:
  - A. Grade on portfolio of total projects.
  - B. Final examination.
  - C. Optional - special research project grades.

1975

GLASSBORO STATE COLLEGE
DEPARTMENT OF LIBRARY EDUCATION
GLASSBORO, N.J. 08028

SYLLABUS

S. 520 - Investigations into Newer Educational Media/ Advanced Production Techniques

I. General Objectives:
   - A. To investigate the types of newer educational media.
   - B. To provide the skill to produce instructional materials requiring special production capability.

II. Specific Objectives:
   - A. To construct 2nd level media production objects for the user.
   - B. To translate the design function of requested sophisticated aids into completed projects.
   - C. To explore the media center implications of innovative, expensive and complex educational devices:
      1. CCTV (Closed Circuit Television)
      2. Dial/Random access systems
      3. Educational FM radio broadcast
      4. Programmed learning
      5. Other instructional technology

III. Course Content:
   - A. Newer educational media
      1. CCTV (Closed Circuit Television)
         - a. Philosophy and use in media centers
         - b. Scripting and production
         - c. Studio facilities, equipment and production
      2. Dial/Random access systems
         - a. Explanation of types available
         - b. Programming materials
         - c. Receivers (wet carrells), storage, etc.
      3. Educational FM radio broadcast
         - a. Producing programs
         - b. Station and equipment required
      4. Programmed learning
         - a. Simple devices
         - b. Computerized instruction
      5. Other
         - a. Language "labs"
         - b. Wireless audio systems
         - c. Electronic video players
         - d. Other
   - B. Production of 2nd level media projects
      1. Photography
         - a. Copy camera
         - b. 35 mm camera
         - c. Darkroom techniques

2. Filmstrip construction/Silent and sound
3. Motion picture production
    a. Scripting
    b. Super 8 mm film camera
    c. Shooting
    d. Sound recording
    e. Editing
    f. Film lettering
    g. Splicing
4. Polaroid slides
5. Video tape techniques
6. Assembling of complex kits on a specific theme.

IV. Teaching Techniques:

A. Newer educational media will be investigated primarily by:
    1. College CCTV studio, equipment and personnel
    2. College FM radio station
    3. Guest lecture/A-V presentations of Dial/Random systems.
    4. Student/instructor demonstrations of programmed learning
    5. Independent student visits, instructor lecture/demonstrations of:
        a. Language labs.
        b. Audio systems
        c. Video players
        d. Other advanced instructional technology
B. Emphasis on individual instruction and group activities.
C. Experiences in scripting, production of still and motion photography projects, and some audio presentation.
D. Instructor will stress quality and proper usage of all hardware and software of instructional media, as presented.

V. Course Evaluation:

A. Grades on assigned projects.
B. Evaluation of assigned research in an investigation of some field in instructional technology.
C. Optional - Final examination.

1975

Multi-media in Libraries (507)
Preparation of Inexpensive Instructional Media (519)
Investigations into the Newer Educational Media (520)

Comments by graduates on these graduate courses in the AV media field, on undergraduate AV media courses taken by the graduates, and on coverage of AV media topics elsewhere in the curriculum.

Replies given here come from several places in the interviews. One question asked, "How well did your courses at GSC prepare you for... selection of non-print materials?" Another asked "How well.... for non-print materials and equipment?" In addition, of course, each person was asked for an evaluation of the specific courses listed above; also for evaluation of the undergraduate courses taken by some graduate students: "Introduction to educational media" (205) and "Selection and evaluation of non-print materials" (325). A final category was the occasional reference to AV media in a general section.

As has been stated here before, the replies for each individual, though originally given at different places in the interview, have been put together into one paragraph. (non-print materials means software)

"Selection of non-print materials-- very little." (did not take the course) "Selection/use of non-print materials and equipment: "Not well at all-- there was only the one course." (this person could not recall what was the one course; as one of the first graduates of the program, did not have available all the courses now listed above.)

"Selection of non-print materials: I was very new at the time-- feel it was covered as well as could be expected; OK. Non-print materials and equipment: I would have liked something for hands-on use of equipment; it wasn't offered then, though probably is now." (yes) "There should be a course in the care of microfilm, filmstrips, etc.-- shelving, arrangement, care of phono records-- avoid heat-- and so on." (this person also could not remember the one course taken)

"Selection of non-print materials: good, a couple of courses. Non-print materials and equipment: good enough, plus my own work. Course in multimedia: enjoyed it, with Mr.Williams." (despite reference to at least two courses, the latter was the only course this person could remember taking)

"Selection of non-print materials: I took a course in it-- OK on government documents" (?) "not covered very well in reference; I took some cataloging of AV; was exposed to it. AV equipment: Took some; we had to use the equipment in a project, very good. 519 course: fine, took it in the summer, there was a lot to do, used what was available." (this person then indicated the course might really have been 507)

"Selection of materials OK but not equipment." (two persons interviewed together) When asked about course 507, one recalled it as taught well by Cramer, the other as taught well by Boltz. Neither remembered any other AV course. "Wanted more on selection of materials."

"Others have agreed with me, that _____ very bad, didn't cover the criteria (for selection), how to select, the good publishers and what they specialize in.... the AV course was terrible, the teacher was let go, and ______ was bad too." (this would imply that the person had at least two different teachers of AV. Either both were in the same course, or there was a second course that this graduate does not remember, for the only course she checked taking was 507.)

"I concentrated on AV at Glassboro. Yes, well covered. That's why I went there, for the good AV program."(this person graduated in 1973, later than most of my respondents) "I would like more on criticism, what to look for, evaluation. I did pick up (material on) inexpensive materials, dry mounting, diazo, etc., though we didn't actually handle videotape; we did make films. Some assignments were unrealistic though _____ knew the subject; changed requirements on us. Basically a good course (507). Course 519: it was fun; I haven't used it yet but the knowledge is useful."

"Need more on selection of materials. Equipment was stressed, not the materials. We made slides, used equipment (not sure which course this was)".

"Little on selection of materials. Selection and cataloging of AV was skimped. The pitfalls of selection were not covered: fads, sales. Circulating, using equipment omitted." (this person indicates having 'no clear recollection' of the course or courses.)

"Selection of materials was OK. Equipment: OK.Course 507: very good."

"Selection of materials: two courses, OK." (indicates there was some mention of this in the LC cataloging course) "Equipment: OK. Media course very helpful. I had a media course (not sure which one)-- how to prepare slides, etc.-- very good-- included what should be in the media center."

"Selectionof materials not covered well-- I took only one course-- it was not well organized and the class was very large. I did learn where to look, sources of materials. Equipment: this should have been in the multimedia course, which was inadequate. People do need to handle the equipment. Course was awful, not useful as taught."

"Little on selection of materials. I had one AV course-- how to make films and transparencies-- nothing on what to look for in selection. Not much on equipment; I picked up much as a teacher, but the courses themselves had very little. The film-loop machine is one I had no experience with, and you need something in basic maintenance-- how to change bulbs, adjust, put knobs back on, threading, etc." (this person could not remember which course was taken)

"Course 519: interesting, glad to have it, but not useful now. Course 520: Use, care and selection of AV equipment: interesting but not useful." (elementary librarian)

"I only had one course. They had no equipment so it was all from books. No one's fault." (this person was one of the first graduates of the program) "Equipment: poor preparation: he did everything he could, but they had no supplies or equipment. It was frustrating, all lecture; we need projects."

"Selection of materials: very good, did stress it, lots of help. AV equipment: OK. Multimedia: was my first course, very good, group projects, actual work in media."

"Non-print materials: took course, cataloging, different companies, looked up items, OK." (this person, same as others, is referring to one of the graduate cataloging/processing courses (either 508 or 511) which include major units on the processing of non-book materials) "Equipment: had intro. to equipment for making things, but we did not use projectors etc. I feel the media courses on your list were not yet offered then. You have more now." (this person graduated in 1971) "Media course was interesting, no relevance to me; first time it was taught." (identifies it as possibly 519)

"Selection of materials was poor-- we could have been exposed more to the reviewing media. I have had to find sources for myself. The bulk of my budget now goes into non-print materials-- but the Glassboro emphasis was on print. I feel much better prepared in print than in non-print. Not much on equipment. I knew they existed. There was very little hands-on work, and you need to learn (for example) how to splice tapes. I had an AV course with Mr.Williams which was very good." (this graduate was not sure which course that was. Is a middle-school librarian, graduated in 1970.)

"Selection of non-print materials not done as well as it could have been. There's probably more now. Equipment: I had the one course-- that's all there was then-- especially today there is a great need for more on selection of both equipment and materials. I have had to learn on my own." (this middle school librarian graduated in 1970, is not sure what was the one course)

"Selection of materials was gone into in several courses. Equipment: excellent, I took a number of the media courses; those teaching it got me enthusiastic-- I'm building a media production center here." (this high-school librarian graduated in 1973)

"Selection of materials: yes, we were directed to sources. Equipment: OK. I had a good media course-- something like 'advanced media techniques.'. As to 519 and 520, confused over which I took; one was good."

"Could have used more on selection of materials-- which companies offer best quality and price. Equipment: Generally OK, but not in cataloging. We had a course showing how to use equipment, but it was so long ago, I forget it. I feel it is vital to actually operate new types of equipment." (elementary librarian, graduated in 1972)

"Selection of materials a weak area. Perhaps it was presented but I did not assimilate it. The one course that goes into media tries to cover too much in one course. We took each form of media, discussed sources, etc., all in one night. Too brief. I would have wanted more on, for example, filmstrips-- also, I learn more by doing, and prefer to spend time actually looking at the media and evaluating them. There was just too much ground to cover in 507, two instructors. Course 520: was much too weak. See my earlier comments. Making transparencies and using the dry mount press. Problem was the instructor-- things were presented with an indifferent air-- very lackluster-- I was very unhappy and bored. Course 325, undergraduate: took this in summer, I liked the discussions, projects were helpful, we could have gone into topics more in depth. I did a report on programmed instruction. Most of the (student) presentations were not on selection and evaluation, actually they were on what the medium was. I suggest assigning students to select X dollars in filmstrips for their district-- it would give them valuable experience-- we should have a file of publishers' catalogs on hand to use as a laboratory." (graduated 1974)

"Selection: at the time, Glassboro had little on the subject; it's better now. Equipment: yes, discussed. We learned how to use various machines-- make slides-- made reports on the AVA department. We have a film selection policy here, which I devised and got approved; there is much wariness over films and records; the staff is not secure. In 507 we didn't do any selection: it was an introduction. 519: Tubio, OK."

"Non-print materials selection: OK. Equipment: no; I had the multimedia course and learned only software. To this day I have never operated a projector-- would like to have a workshop here for teachers. I went to the AV workshop they had at Gloucester County College (sponsored by the area library) but it was too crowded. I was disappointed in 507 because no hardware."

"Non-print materials selection: very well. Equipment: good. Course 507: well-taught. Undergraduate 325: need more on critical evaluation of AV materials; choice of best companies and sources." (not sure the course taken was 325)

"Not enough on selection of materials-- not to meet today's needs. Equipment: there are three levels: introductory, intermediate, and advanced; I feel Glassboro is at the intermediate level. Cohen is great. I know what the equipment is, what it can do, but not (basic) servicing or where to get it serviced. Course 507: I liked it, except the students did most of the teaching. The concepts were great but I do not like it when all or most of the content is student presentations. Course 520 was practically identical to 205, but I liked the hands-on approach, got a lot out of it. 325: was an emotionally-charged semester, very great communications gap; ____ probably knew the topic but not how to get it over." (this person may have confused courses with others)

"Selection-- yes, taught well by Knauss; also I had 3 courses with Cohen. Equipment: very well. 519 had excellent text; I'm using a lot of the knowledge now. 520: same reaction (Cohen); things he recommended are useful in my own ordering-- transparencies, varityper. 205: it was my first AV course, good. 325: Knauss, everyone liked it, she brought in people and let us use machines." (graduated 1974)

"Selection of materials: yes, talked about it but actually doing it has been quite different. I still have problems in evaluating what's worth having. It's probably not fair to label suppliers as good or bad but you need to know which ones to use. Equipment: not covered well. I took almost exactly the same course twice. We made an 8 mm. film-- needed more actual operation (of equipment). I had 2 courses: neither was what I needed. No one ever told me how to catalog, or store AV materials-- make (minor) repairs-- routine maintenance-- how much to have-- how long to keep it-- what to do when it's old." (this person was not sure what the two courses were)

"Selection: I missed this; there was no discussion of selection. The most helpful thing I've had was a workshop by NJSMA on the evaluation of non-print materials. Equipment: this needs a lot more, especially in selection, purchasing, assessing the needs of schools, where to get evaluations, which ones are best. Course 507 (outside teacher) turned out to be all discussion-- no guidance by the teacher on selecting and processing media. You need a lot on these) I had one course with ____, advanced media techniques; it was geared around one group project; the class only saw one type of media. It was too narrow-- you need to see all types."

"Selection of materials: covered pretty well-- the tools covered well. Equipment: for a program like this, well covered. Course 507: with Mr.Lynn, excellent course." (this person did not indicate taking any other course in media than 507) (note: this graduate went further into the media area after leaving Glassboro and has just received an M.S. in educational technology from Penn)

"Selection of materials: I became well-qualified in that. Equipment: took it on the graduate level. Basic operations were taught, but I need to compare companies, problems with their equipment-- is it easily repairable? Are parts available? We were taught only operation. Course 519 was primarily on transparencies, but it should have included cassettes, filmstrips, 8mm movies, TV, etc.-- include all types of AV. The 325 course was a basic overview; it has probably been expanded on since; possibly taught by _____ as I had a problem in one of her classes."

"Selection of materials: at that time, not much was offered-- you need more and do have it now. Equipment: I had a course in the summer, felt it was too easy; we really should know more about tinkering-- the mechanics of a 16mm projector, not just changing bulbs. Now, I must learn hit or miss-- you should teach first level maintenance. Course 507: was good for then; probably better now." (indicates she thinks she had another course but not sure what it was; less involved now because her assistant works mainly in the AV area.)

"Selection of materials- not well covered. Equipment: no, it could have been better." (this person, graduated in 1970, could not recall any specific graduate courses in AV, and may have had only the undergraduate ones)

"Selection of materials OK. Equipment: course was excellent-- demonstrations of equipment. Now I'm much better able to use the equipment." (implied this was in 507) (this person did not recall any specific course, at either level, other than 507)

"Selection of materials, yes, we got pamphlets on the sources. Equipment was OK. Courses were OK-- had projects in 519."

"Selection of materials fairly good. My courses were spread out over 5 years. Equipment: not covered. In 507, we got no look at materials, just talk-- we talked about film loops, etc., but never saw them. It was very disappointing to talk and not use them." (course 507 is the only one checked by this person, who graduated in 1972)

"Reasonably OK on selection of materials. Equipment: I had 3 or 4 courses but they were all the same in content: used the same text. I don't feel competent in hardware. These were with two different (hardware) instructors. One no longer there. I was surprised to find from my notes how much ___ taught." (implied in conversation that this one made a poor impression on class at the time) "The courses were identical in coverage. 507 was reasonably good but duplicated another one. Course 519, regardless of the title, was not worth anything: we made transparencies, lettering. We learned a lot from one of the other students, who was director of the ______ Media Center. Course 520: actually not new media; just old film, film loops, slides. The only valuable thing was the student presentation. We saw pictures of new media. The class time was used in making a movie-- organizing a script and filming it. Course 325 (undergraduate): teacher no longer there; the class complained a lot but my notes are useful.

"Selection of material: rated 3 on a scale of 1 to 5. Equipment: rated 4 on scale 1 to 5 (5= high). Course 507 was very good. 519: good. 520: not taken. Course 325 (undergraduate) good.."

"Selection of materials: yes, had a course in it; I am responsible for our pamphlet file, started it when in the course, it has been very useful." (this graduate, along with a few others, confuses audiovisual with non-book; from time to time this is a definition matter that causes a problem. The former undergraduate course, Basic Reference II (202) was often called "non-book" by students because it included periodicals, pamphlets, maps, etc.) "Equipment: OK. All the courses were good." (this person could not remember which courses she took, in any area.)

"Multimedia was well-taught." (apparently took no other AV courses)

"Had a course in media-- you really have to practice it to know if it's adequate-- I suppose it was OK-- very hard to find evaluative material on such things as filmstrips. Equipment: one course, taught by an outsider; he knew what he was doing. 507: adequate, fair." (no other media course indicated)

"Multimedia course was bad because the teacher (adjunct) didn't know how to teach." (this person took no other AV courses)

"Selection of materials good; equipment good. Course 507 satisfactory."

"Selection of non-print materials: none. Equipment: good. Course 507 is rated 10 out of 10 due to excellent teacher, Mr.Williams."

"Selection of materials: covered somewhat. Equipment: a lot in this area. I took two courses-- they introduced us to certain kinds, but there is not enough on the technical side: changing bulbs, how to do it on different models. Presently there is little or nothing on this. One of the AV courses I took was a hands-on one, making slides, transparencies, etc. This one, taught by Fricbis, was better than the other, which was awful, taught by ____." (unsure which was 507, which 519, etc.) "Had a media course with Thio--unsure which one."

"I only had one AV course, taught by a Burlington County man; we discussed kinds of materials. Also it was covered briefly in another course-- Library Journal, etc. Equipment was OK. The AV instructor did also mention automation but it was way over my head." (this person did not check any specific AV course as remembered.)

"Selection of materials was covered but more difficult-- OK. Could have used more on equipment, also on cataloging AV. I found this difficult. Multimedia fine. I took a Saturday course, Mrs.Foo, making transparencies, fine."

"Selection of non-print materials: good, I had your Reference 2 course." (note: another case of confusion between non-book and non-print) "Equipment: OK; of course, there are new things all the time. We did cover how to select new equipment. Multimedia: Thompson, OK. 519: I avoided it. 520: not offered then. I had a terrible AV course back in the 40's and have avoided AV ever since."

"Selection of materials: no, were a beginning group, it was covered poorly. Probably better now. My experience as a teacher helped. The elementary superintendents are looking for teachers rather than librarians. Equipment: Yes, I liked that. Multimedia: I liked the course, Cohen. 519: Liked it, great. Teacher was very exacting. You could have fun but not with her, she was too tense. (no longer there) Undergraduate: I liked your 325, liked the methods, projects, getting involved." (this student refers to being in a beginning group, but says she graduated in 1972; possibly she is one of those who needed several years to finish due to heavy workload.)

"Selection: I'm sure they went into it. A man from Neshaminy taught it very well. but I was not interested in the subject. Multimedia: extremely good at the time." (remembers no other courses)

"Selection of non-print materials: I took 3 audiovisual courses; had a running battle with ____ and finally gave up. Too much time was spent on making posters and transparencies, which most librarians don't have time for. I'd rather spend time on learning the criteria for buying. Equipment: Courses 519 and 520 were almost identical, Friebis and Cohen respectively. Multimedia: Boltz & Cohen together, taught how you handled and cataloged AV materials."

"Selection of materials: yes, good; I have a lot more knowledge than I will ever use here. Equipment: Yes, OK; wish I could use it-- I'm trying to. Multimedia: course will be useful; I will try to use it in story hours. (undergraduate) 325: good course; tied in with the multimedia course."

"Selection of material: I didn't have the course. The topic was covered (elsewhere) but not enough for today's emphasis on AV. Equipment: was touched upon, OK; the newer materials; you have to be aware of this. Multimedia course, Tubio: was useful, fine. 520: took from Cohen in the old Elementary Ed. Dept. (?)-- good, with transparencies, color lifts, etc.-- hands on."

"Nonprint select[illegible]: OK. Equipment: yes, well covered. Dry mount, 16mm film, etc."

"Non-print selection: Yes, AV, covered, very good. Equipment: very well. One course was very good-- we put on a TV show-- made transparencies-- tapes-- learned how to run film projectors-- an elderly woman from Cherry Hill taught it." (not sure whether this was 507 or something else)

"Nonprint materials selection: subject content, no. Some tools. There was much lacking in AV. I feel that starting up a media center makes my needs greater. Equipment: theory OK. A great deal of practice was not covered. Nothing on videotape; it was making slides instead. (Although I had to order a video setup) I would like to have compared various types of media-- not just TV, but other types of equipment. Course 519: Good to some extent-- problem with instructor with language-- hindered making progress-- it put the teacher into an embarrassing position; the students were rude."

"Nonprint materials selection: good coverage. Preparation of inexpensive materials was especially excellent. Equipment: very well." (course 519 is the only one checked as taken)

"Selection: Yes, OK. Equipment: well covered. Multimedia course: good." (no other course mentioned)

"Selection: didn't have much on this-- I did take cataloging (of AV) but not selection. Equipment: How much to have, what they are: I needed to learn how to operate equipment, not specific film loops, etc. Criteria and standards were not covered. In one course we went into funds, designing a media center, film loops." (not sure which course) "Cataloging AV was very useful." (does not recall the course this was in.)

"Selection of non-print materials: yes, covered in your course." (note: 325) "Materials and equipment: good except for cataloging. Multimedia course: very good. 519: very informative."

"Selection: good for that time: we took a trip to a media center. They tried very hard-- it's a hard field to cover. Couldn't well have done any more (Thompson). I wasn't really interested in the topic. Multimedia: good; the field trip added a great deal: we saw how it was really done." (this is the only course the person recalls.)

"Selection of materials: yes (OK). Equipment: yes, enjoyed it. Multimedia: enjoyed it. 519: fine, enjoyed. Undergraduate courses: enjoyed them all." (we should have charged this student extra tuition for all the enjoyment.)

"Selection of materials: little. Equipment: some added-- probably OK now." (this person graduated in 1970; did not recall any specific AV course taken.)

"Selection: good. Equipment: Yes (OK). Courses 519 and 520, not sure which was which: one: a good course, but a severe language barrier with teacher-- she might have known her business, but not teaching. Other course: we were actually taught by the other students. The teacher needs to structure his courses more; too lightly taught; we had to pay a lab fee Of $11 personally to the prof.-- and we could not have used more than $3 worth of materials-- both I and my friends resent this. Undergraduate: 325 was very helpful."

"Very good course in selection of non-print materials. Equipment: we learned purchasing places, but it's not necessary to spend a whole course on equipment. It changes anyway. Multimedia course: poor. 325: good."

"Selection of materials: fairly well. Materials: same, with equipment. Multimedia course: good."

"Nonprint materials selection: pretty good. Equipment: very good." (does not remember exact courses taken; suggests maybe they were the undergraduate 205 and 325.)

"Materials: no; you had just begun to include this in the curriculum in 1968. Equipment: some. Multimedia: fair; exposure only." (this person graduated in 1970, but obviously started her program in 1967 or 1968, and had little opportunity to take AV)

"Selection of non-print materials: Yes, especially in the advanced cataloging class. Equipment: Yes, but more attention needed to actually working with the AV equipment. Multimedia course: Not applicable. I feel several types of media were not covered. The lectures were too elementary. Bar graphs! 519: the subject matter was interesting, but I believe the instructor thought when we asked questions it revealed an inability to create the instructional material. She knew her subject, but often found it hard to explain."

"Selection of non-print materials: pretty well handled-- it has become easier-- the suppliers now put out better catalogs! Equipment: well-covered. Multimedia course: good, except he did not know enough on cataloging AV materials. 519: It boiled down to making hand puppets. I was very disappointed in my media courses: the instructor never showed us how to thread a 16mm projector, replace bulbs, etc.; I was taught by outside people. Might be OK for elementary school teachers. Course 520: a ripoff." (this person's comments are not clearly identified by course; some may apply to others than the ones indicated. A junior high school librarian.)

"Nonprint materials selection was fair. Equipment: for schools, very good. Cataloging: very little. Technical aspects and storage, very good. Multimedia course: it wasn't called this-- something else-- covered production and storage-- good." (when asked about undergraduate nonprint selection, this person (see others earlier) also began to discuss the Reference II course, and non-book materials such as documents and pamphlets. I have placed those comments in the miscellaneous section of this paper.)

"Nonprint materials selection: good. Equipment: You need much more hands-on work-- we must know how to run all machines, change bulbs, etc. Multimedia course: good as far as it went but needed hands-on. 520: all right except same as before: bring the machines in and use them!"

"Nonprint materials selection: I had one course, man from Burlington County, not very good, little help, selection tools needed. Surely this has now been improved. Equipment: need much more: equipment not covered-- not covered. Poor." (this person does not remember which course was taken)

The first time the topic of AV came up in the interviews, was when I asked about selection of nonprint materials (meaning software). If the graduate had much to say about AV, it tended to start coming out then, and this has made some of the individual paragraphs less well-organized than others.

Because of the number of AV courses, under present or past titles, and the courses devoted mainly to some other topic in which AV was mentioned (or at least non-book materials) there was great confusion among the graduates as to which courses they took, or which courses are meant by each comment. The reader will have to accept the designations of course numbers with some caution. Those of us actually in the department, and more especially those teaching in the AV area, will be much better able to get a feeling for relative accuracy.

Many different people have taught our AV courses. To make my own bias and interest clear, I have frequently taught course #325 (selection and evaluation of non-print materials). This is an undergraduate listing, but generally more than half the students are graduates seeking certification-- thus the graduates of our master's program often take this course and remember it vaguely as a graduate course.

Several of our graduates reported undue duplication of material covered, in different courses. If this is still the case, it would argue that the department needs to examine closely the actual units being covered in the courses, to reduce duplication and thus make room for either new units (some requested by graduates) or more time and effort on old ones (also requested) or both. Duplication is easily brought about (as any academic department at any college can testify) by numerous natural processes. One obvious process is that instructors are gradually urged by students into modifying content, when the students miss given units elsewhere by omitting courses they should be taking. In the AV area, for example, a course devoted nominally to software might easily come to include much time on the hardware as students, semester after semester, who skip the hardware courses, ask for this content. I have been conscious of this pressure in the 325 course. Also, it is impossible in practical terms to talk of the machine with no reference to what is going to be put in it, or projected through it, and to talk of the film without any reference to its projector. We may need to integrate these two "sides" of AV more.

It will be clear to the reader that much has changed in the AV area of the program since the beginning in 1968. Originally only one graduate course was available, and presumably the instructor of that course tried to cover the waterfront. Success was uneven. Courses have been added, various instructors have come and gone, and we are now settled down to relative stability with all courses taught by the regular fulltime faculty. To help make the changes clear, I have occasionally commented on the year in which a person graduated. The instructors have also themselves been uneven. For some of them, there is a consensus among the graduates. It is a consensus not complimentary to them. For others, it is a mixed bag. A person who is condemned by one is praised by another. You will observe that our graduates did not hesitate to express strong feelings to me, though it might have been expected they would feel inhibited about criticizing a professor in front of another professor. Not so. I tried consistently to encourage frankness and got it.

Not only have the courses and instructors changed, but also the physical facilities. Still far from ideal, they have progressed a long way from what some graduates described herein, poignantly, as "nothing." Some of them tell of taking "AV courses" without ever seeing any equipment. Even now, some of the more progressive high schools, not to mention county colleges, have better equipment facilities than Glassboro. The State of New Jersey can choose to improve these facilities (which would also serve the campus generally) or force its sons and daughters to go elsewhere to learn this most important area in today's technical world. (Why did one of our own graduates have to go to Penn to get a degree in educational technology?)

Specific points listed by the graduates can help us to identify the areas they feel are important, whether we actually covered them or not. They deserve our careful study. I will try to summarize them here (next page).

First and foremost, the graduates wanted "hands-on" experience with the various equipment. Most of them felt they got too little time to learn operation of projectors, viewers, etc. This can be divided, though artificially, into two general areas: operation, and maintenance. Under operation, they want more on the operating controls of different models, how to thread film (again, various models differ), focussing, and insertion of software generally into the hardware. Under maintenance, most of them mean things like replacing burned-out bulbs, putting control knobs back on, making routine adjustments to cables and controls, and lubrication. A few of them wish to learn somewhat more, learning "first-level" maintenance. Probably all of them would agree with wanting to know where to get service on equipment, what to expect of the company supplying service, and for that matter knowing when to call in the expert.

Selection of the equipment and software also is a major area. The graduates wish they had much more guidance in knowing the most dependable suppliers, reasonable price ranges, preferable models, options worth having, etc. One suggested building up a large file of catalogs for use as a laboratory in the department; students would "order" and build a collection under simulated conditions. They want to be sure to learn the criteria for selection, how to evaluate, techniques of criticism, where to get reviews and other evaluations, and what are the problems to watch for. In a rather minor position was the issue of policies for selection of software, and censorship problems. I'm sure there are more "censorship" problems in the real world than are indicated here.

The graduates are also anxious to learn the proper care of their materials, from cataloging them to circulating them. This would include packaging, shelving, storage cabinets, proper climate to avoid deterioration, and lending policies.

Making one's own materials is an area with surprisingly little interest, though one entire course is supposed to be devoted to it. Some explicitly said there is just no time on the job to make your own, and this may be the reason with others. Certainly it's a valuable skill to learn, though we may need to survey again to see if it needs much emphasis.

Many graduates were anxious about standards: how many items of equipment of each type should they have, how many of software, how many in each subject area; how does one build a media center collection; and how do you assess the media needs of your center (or public library).

Finally, but not least, many would like more field trips to successful, operating media centers of all types. There is more difficulty in setting this up than they may realize, especially in these days of reduced budgets, but it appears we should give much weight to this suggestion. All in all, out of an apparently chaotic set of responses, our graduates have given us a coherent set of things they want our curriculum to cover.

DEPARTMENT OF LIBRARY EDUCATION
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

SYLLABUS

L. S. 508 - Advanced Cataloging and Classification

I. General Objectives:
  A. To survey the principal American and foreign cataloging systems, culminating in an intensive practical study of the Library of Congress System.
  B. To be aware of contemporary changes and emphases, and their import to the library cataloger.

II. Specific Objectives:
  A. To aequaint students with historical background of cataloging and classification.
  B. To develop the beginnings of a working knowledge of the Library of Congress classification.
  C. To develop skills in interpreting library materials for the patron, and to provide understandings of principles of subject and descriptive cataloging.
  D. To review latest techniques and trends in cataloging and classification.

III. Course Content:
  A. Historical summary
    1. General consideration of systems to 1850.
    2. Non-American modern systems.
      a. Brown's "Subject Classification".
      b. University of Halle
      c. International Catalogue of Scientific Literature
      d. Colon Classification - Ranganathan
    3. American modern systems
      a. Cutter's "Expansive" Classification
      b. The Decimal Classification - Dewey
      c. History of the development of the Library of Congress System.

  B. The Library of Congress Classification
    1. General considerations
    2. Advantages
    3. Disadvantages
    4. Main classes
      a. One of the principal thrusts of the course will be the attempt to introduce the student to a working knowledge of L.C. notation, and to review the techniques and skills of classification by this method.
      b. Each class will be studied individually.
      c. Study of basic concepts, i.e. form division, geographic tables, chronological tables, etc.

L. S. (cont.)

- C. Library of Congress Subject Headings
    - 1. Basic forms
    - 2. Various subject subdivisions and name approaches.
    - 3. Skill in use.
    - 4. Relation to Sear's List. . .
- D. Cataloging of Rare Books and Special Collections.
- E. Cataloging of Non-Book Materials
    - 1. Traditional materials
        - a. Maps
        - b. Atlases
    - 2. Audio-Visual (A-V) materials
        - a. Filmstrips
        - b. Films
        - c. Tapes
        - d. Transparancies, charts, pictures.
        - e. Models, realia.
        - f. Film loops
        - g. Other
    - 3. Phonodiscs.
- F. Overview of Cataloging Services
    - 1. Reproduction of catalog cards and catalogs
    - 2. Commercial services
    - 3. Cataloging and Classification aids
    - 4. Cooperative centers

- G. Recent Trends
    - 1. Centralized processing
    - 2. Reconversion of catalogs/"Re-Class"
    - 3. Automation
    - 4. MARC tapes from Library of Congress.
    - 5. Standardization of media cataloging/Nonbook materials - Canadian Library Assn.
    - 6. Systems approaches, especially in academic cataloging, EX: CAPTAIN, Ohio Center, etc.
    - 7. Divided catalog - implications for cataloger.

IV. Teaching Techniques:

- A. Use of Library of Congress (L.C.) Class Books in a laboratory situation.
- B. Practice in L.C. notation, form divisions, special tables,etc.
- C. Assigned textbook.
- D. Lectures and demonstrations.

V. Course Evaluation:

- A. Grade on practice laboratory work in L.C.
- B. Evaluation of nonbook media exercises
- C. Final examination.
- D. Optional--research papers on special problems and trends, and newer techniques in the field.

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SYLLABUS

L. S. 511 - Organization of Library Materials

I. General Objectives:
   - A. To become familiar with the theories in the organization of library materials.
   - B. To use basic library technical tools in the preparation of library materials.
   - C. To understand the technical processes involved with book and nonbook materials in libraries.

II. Specific Objectives:
   - A. To prepare descriptive cataloging of library materials.
   - B. To assign class numbers.
   - C. To derive subject headings.
   - D. To choose "Main Entries" and "Added Entries".
   - E. To utilize printed catalog cards.
   - F. To review standard library filing rules.
   - G. To apply special methods in the technical processing of various media.

III. Course Content:
   - A. Descriptive Cataloging
     - 1. Parts of the book
     - 2. Main entry
       - a. contents
       - b. arrangements
     - 3. Added entries
       - a. title
       - b. name
       - c. series
       - d. subject
   - B. Classification
     - 1. purpose of classification
     - 2. Dewey Decimal System
       - a. ten main categories
       - b. ten subdivisions under each main division
       - c. Use of numbers after the decimal point
     - 3. General rules for classification
     - 4. Use of the Abridged Dewey Classification Tables and Relative Index, latest edition
     - 5. Aids in classification
     - 6. Library of Congress System
       - a. examination of schedules
       - b. analyzing notations
     - 7. Comparison of L.C. and D.C. systems

C. Subject headings
  1. Purpose of subject headings
  2. Use of Sears List of Subject Headings, latest edition
  3. Form headings
  4. Subdivisions of a subject
  5. See and see also
  6. Tracings
  7. Subject authority file

D. Personal Names
  1. General rules
  2. Rules for names as headings
    a. simple surnames, one or more given
    b. compound surnames
    c. surnames with prefix
    d. titles of address (omit foreign)
    e. married women's names
    f. pseudonyms
    g. entry under forenames

E. Title Entries
  1. anonymous books
    a. general rule
    b. anonymous classics
  2. periodicals
  3. almanacs, yearbooks
  4. encyclopedias
  5. composite works

F. Names of Organizations
  1. government publications
    a. general rule
    b. bureaus or offices subordinate to a department
  2. Society publications
    a. general rule
    b. American State Historical Societies
  3. publications of institutions
  4. geographical headings
    a. language
    b. cities and towns
    c. counties
    d. States
    e. political division in heading

G. Added Entries
  1. title
  2. subject cards
  3. joint author
  4. illustrator
  5. analytic cards
  6. series
  7. see and see also
  8. shelf list

L. S. 511 (cont.)

- H. Printed Catalog Cards
  - 1. Library of Congress
  - 2. others (commerical), and pre-processing
  - 3. advantages and disadvantages of printed cards
- I. Filing Catalog Cards
  - 1. basic rules
  - 2. abbreviations
  - 3. analytics (author, title, subject)
  - 4. articles
  - 5. elisions
  - 6. author
    - a. works by
    - b. works about
  - 7. forename entries
  - 8. hyphened words
  - 9. initials
  - 10. name with a prefix
  - 11. numberical and chronological arrangements
  - 12. numerals
  - 13. order of entries
  - 14. place arrangement
  - 15. punctuation marks
  - 16. subject arrangement
- J. Non-book Materials
  - 1. descriptive cataloging
    - a. recordings & tapes
    - b. filmstrips
    - c. transparancies
    - d. motion picture films
    - e. models, realia
    - f. charts, pictures
    - g. educational games
    - h. kits
    - i. maps
    - j. microforms
    - k. film loops
    - l. other
  - 2. classification and technical processing of all of the above
  - 3. Use of Nonbook Materials . . . Canadian Lib. Asso.

IV. Teaching Techniques:

- A. Laboratory practice in descriptive cataloging.
- B. Laboratory practice in classifying books.
- C. Laboratory practice in assigning subject headings.
- D. Laboratory practice in choice of entries.
- E. Assignments in nonbook media cataloging and classification.
- F. Library filing practice.
- G. Use of standard library tools in "on hands" practice.

V. Course Evaluation:
    A. Grade in laboratory experiences.
    B. Grade on quizzes.
    C. Evaluation of final "practical" examination.

1975

Advanced Cataloging and Classification (508)
Organization of Library Materials (511)

(including cataloging, classification,
and technical processing covered at
any place in the curriculum, such as
undergraduate courses)

Data in this section come from several places in the interviews. The first occurred when respondents were asked: "How well did your courses at GSC prepare you for cataloging, classification, processing?" (on some versions of the questionnaire, this was divided into two separate questions: "...cataloging and classification?" and "...technical processing after C & C?") Next was on the specific course #508; then course #511; then undergraduate course #310, "Cataloging and classification."

Therefore, as with the other course categories in this report, the paragraphs presented here are actually created by me from comments made at scattered places in the interviews.

I will comment or offer explanations at appropriate places within the listings that follow, but my primary comments will be at the end.

"Generally OK-- I could have done a satisfactory job"--(meaning, if the present job required such duties) "-- unless you are really interested, this is deadly dull. Course 508 was good; I hate the subject but it was well done. Course 511: OK. Undergraduate 310: the basics; all right."

"Weak-- of course I had no background, that might be it. Course 508: I should have taken this. Course 511: no recollection of it. Course 310: I felt it wasn't practical, but possibly that's my own fault, not having library experience before-- it should not have been my first course."

"I took two courses-- fine, got a good background, excellent bibliographies. Course 508: good course, a lot more detail than in the basic course. Course 511: not taken. Course 310: tremendous."

"Instructor was sick a lot. We had to write up a set of cards, which was good-- we had to master it ourselves, and we did well. Filing and processing: we weren't told or shown, but I knew it from previous job experience. One of the Glassboro texts showed it. You can't be too specific. Courses 508 and 511: took them at the same time; both should be required."

"Adequate, OK. Course 508: I didn't take it. Course 511: Good, I learned a lot-- the best thing was, we had to type our own cards."

"OK. Course 508: Not necessary. Course 511: fine."

"Covered well in a short time-- I had 3 courses instead of 2; need A/V. Processing: I leave that to my clerk or student. Course 508: was very very good-- expand it. Course 511: good. Course 310: good, exacting: Caster."

"A/V was very good. I loved the book they used. Other librarians here have accepted it. For non-AV: I did the LC- I'm not using it but it's good background. Nothing on processing. Course 508: I enjoyed it; a rough course-- very good, Thompson. Course 511: not taken." (note: the person was really not sure about the instructor in 508)

"(covered) very well. Course 508: has helped very little on the job, though well done. Course 511: needs more depth, more actual work. Course 310: very thorough on Dewey."

"Opportunity to learn much, but technical services cannot essentially be covered thoroughly in the classroom. You need practice. I only had one cataloging course, which was an excellent introduction. LC was not handled-- there was no course in it then." (note: this person graduated in 1969) "Course 511: very good."

"Done very well-- of course, none of it was specifically on my present job, but the theory was easily transferrable. I had to pick up LC on the job. Course 508: very good. Course 511: very good."

"Very good-- I order most things pre-processed-- there are frequently mistakes in them. Course 508: all right. Course 511; very helpful."

"Pretty well- I could have handled a job in it upon graduation. Course 511: fine."

"People need to catalog real books in real situations. I had a course in it-- but most of the students were already librarians-- it was a problem for me to come in with no library experience-- I didn't understand the cataloging and classification process. I feel people with no library background should get some first. One thing that confused me was area numbers; I didn't know what it was until used on the job. For example: motorcycle books: some treat it as a sport, some as a technical area, how does it run; actual practice causes you to combine them. Processing: not much; time was not spent on it because assumed it was already known-- but this was not accurate (for those without prior experience). Course 508: yes, I was beginning to understand it; practical situations OK, real work. Course 511: good."

"Course 508: need more on storage and cataloging of AV materials. Course 203 (introductory cataloging & classification) useful." (note: 203 was an old number for the undergraduate course)

"Very good. Course 310: excellent; took two courses." (this person checks no other course than 310, so it is uncertain what else was taken)

"Very good-- I did all the foreign language cataloging here before taking the GSC course. Course 511: we did cover LC to some extent; differences from Dewey-- OK." (public library specialist)

"Cataloging and classification OK; it was my first course taken. Don't say I learned processing, though; the actual physical work was not covered. Course 508: fine. Course 511: OK."

"I had only one course- it was my first course taken-- it was baffling because I had no experience. Even now, I still often feel at a loss (in the print area). I recall nothing at all being done on cataloging of non-print. I buy most books already processed but need to catalog my own non-print items.) It might have been better to take the cataloging course later, after some background. It would have meant more if I was already in a library. I got my job here after taking only 5 hours of library science. Course was good." (this respondent thinks the course was the undergraduate 310)

"OK. Course 511: OK, except need more on organizing AV materials."

"Covered well except for not having a practicum. Should have had that. Take hours like student teaching-- you need real practice. For example it took me a while learning how to get the rods out of drawers." (this person told me she ran out of space and needed more catalog space; wrote a memo to the principal: "our drawers are too tight-- come over and see!"-- and told me very gleefully that not only did he appreciate the joke, but also the entire school district buzzed over it. She believed the result was good PR for the library-- not to mention more catalog space.) "Course 508: good; _____ disagreed with the class; the test was brutal."

"Enjoyed the course-- I haven't used it-- good course-- it was a basic course only-- I could use more on filing-- filing was not discussed in any of my courses. Course 511: good."

"Non-print cataloging: I have problems. Mostly adequate for current needs; not that much to do. Course 511: very general; we just covered major items. 310: good."

"General, but I could have used more on classification. Processing OK, cataloging OK. Course 508: as above."

"I took the undergraduate 18 hours; didn't like cataloging. Covered as well as it could have been for classroom work only." (this person apparently took no graduate courses in cataloging)

"I had two courses; OK. Processing: OK. Course 508: concentrated on cataloging non-book materials, fortunately; good. Course 511: OK."

"Covered well. Course 508: was a little hazy on cataloging AV materials."

"It was first course I took-- feel it was well covered by Thompson-- I knew nothing until then. I got a great deal out of it." (from the context, I think it was the undergraduate course)

"Yes, well-prepared, though I don't like it especially. Tubio did a good job, made it less threatening." (undergraduate course)

"Pretty well done. Processing: well covered. The course was my first taken; excellent with Sellers." (not sure which one taken)

"Well covered. Processing: OK, but not AV materials. Course 511: a lot of people in the course thought it would cover shelving, arrangement, etc., but it was only cataloging & classification. OK as far as it went. Undergraduate course: OK."

"Very well covered. Well handled." (this person checked only the undergraduate course as taken.)

"Print- OK. Nonprint: no, there was no course on it; I had to pick it up; general principles were OK. Processing: OK. Course 508: this was the first course that included nonprint, but it needs more, maybe an entire half-course on accessioning AV, etc. I accession by format. Course 511: it was a repeat of the undergraduate cataloging course. Undergraduate: necessary; it was OK for the problem; text was poor and inaccurate; we had lots of practice; hope you have a better text now."

"Good."

"Feel I needed more in the descriptive side of cataloging; still feel weak in it. Need more in serials and specialized materials. More and more of such materials are now in high schools. (the budget here counts the New York Times on microfilm as a book, because it's not a magazine.) On serials, I'm not familiar with the ALA rules. Could use class work on real problems. I'd come back for such a course. Of all my courses at Glassboro, this was my biggest letdown. I have to try to read and study the rules. I have my own system for processing incoming books; they're not in the office more than 4 or 5 days; I get them on the shelf quickly. You can't divide clerical from professional duties; students need work on setting up a card catalog-- you have to teach the clerks; very little on this in our classes. Processing was also covered in the management course (Boltz). I have worked out my own system. Course 508: was not offered then, but if they stress LC I would not want it. There should be an advanced course in Dewey. One thing was never explained: descriptive cataloging source on LC cards: using LC as a source was never explained. Course 511: good." (this person is a high school librarian, graduated 1971)

"Fine-- with the exception of AV. Course 508: very good; didn't need LC course. Course 511: good."

"I did not feel well prepared in cataloging; there was no real practice. It was all book examples. In other courses, we had actual practice. We shold have had to do real books. I would not want to take a job in this area. Course 508: I was discouraged after the basic course." (implied that therefore 508 was not taken) "Course 511: needs improvement, more practice, real books and cards."

"OK. Course 508: good." (no other course checked)

"Was very well covered; certainly enough practice. Course 508: very useful. Course 511: same."

"Excellent. Processing: No; there was a little time at the end of one class period; _____ quickly described receiving and opening shipments, but most of the students were already experienced; this is a problem: you need to take into account those without experience. Course 511: it was taught entirely as cataloging; excellent. Undergraduate: very good." (it is apparent that some graduates went into course 511 under the impression it would cover a wider area than it did.)

"Cataloging, classification, processing all 3 on a scale of 1 to 5. Course 508: I wish I would have taken this one. Course 511: good. Undergraduate: above average."

"Yes, OK. All courses good."

"Well taught."

"Had a course in it-- feels as if it's impossible to understand unless you are actually involved-- I did a little cataloging on the job-- mostly I bought kits. Course 511: pretty good. Cannot be taught in class- need to practice. Course 310: same as 511." (in referring to a past position, this respondent means she ceased library work in order to raise a family.)

"LC was not covered anywhere at the time." (graduated 1969) (this person does not mention any specific cataloging course)

"I only had the introduction to cataloging & classification and therefore do not feel adequately prepared. It was satisfactory." (refers to the undergraduate course)

"Good. Processing: none. Undergraduate course: grade of 8 on a scale of 1- 10, with 10= high." (apparently took no graduate C & C courses)

"Yes, but could have used a second course-- I took only one... don't recall much on processing. Course 508: would like to come back and take it. Undergraduate: possibly this is the one taken: Boltz, fine."

"Two courses, a difficult subject. Boltz very good. We lacked instruction in filing catalog cards. Course 508: excellent. Course 511: same. Undergraduate: OK." (that makes three courses, yet the person says she had two.)

"Fine. Course 508: excellent. Don't recall 511. Undergraduate: fine, one of my first courses."

"Fine, but would not be if I were in a large library-- OK for this kind." (k-6 school) "Course 508: good. Course 511: good- it was called management." (obviously confusing it with 501) "undergraduate course: good."

"Good- fine-- has excellent coverage. I like it best-- would like to know about LC-- my teachers ask about it. Processing: yes, would need it; I still flounder in book repair. I stress the card catalog and call numbers in my instruction-- especially for the 5th grade. Good course, Caster, very thorough, I learned a lot." (believes she refers here to the undergraduate course; apparently took no graduate courses in C & C)

"I could have used more experience in this."

"My pet gripe! The course in cataloging merely mentioned the existence of the LC system-- it's vital to cover both. I feel it is still not covered well from what I have heard. It should be an alternate complete course. Course 508: include LC." (no other course checked)

"I took little. It was good. Wish I had taken more-- the advanced course and LC. I order my books processed and accept them as is-- I do not always follow the rules strictly myself. Undergraduate course: Boltz, enjoyed it, very useful, he brought in good points." (apparently this person took only the undergraduate course)

"Good for Dewey-- I didn't take LC-- I am reviewing the subject again. Course 511: did well in Dewey but no LC."

"OK, by and large I have been pleased with it. Fine backbone of courses: 511. Undergraduate: Boltz, good."

"Tremendous, fine, Cramer and Boltz. Processing- OK."

"Good, two courses, one graduate, one undergraduate. Processing: yes, had a demonstration on it; from a company, patching up books, etc." (this is the second person who interpreted 'processing' to mean book repair.) "Course 511: good. Undergraduate: good, Caster."

"Very adequate in Dewey. LC: no." (here the respondent and I had a long discussion on the relative merits of Dewey and LC; she has been considering which to use in her newly-established library and has come down for LC because of close connections with another library that already uses LC. However, she is well aware of the problems with either system.) "Course 508: good- various schemes- need more on LC. Course 511: fine."

"The course in cataloging was excellent. Course 511: omitted LC."

"Well covered. Most people take this first, but they shouldn't. Maybe take the history of books first. Undergraduate course: very good but I took it too early..." (no graduate courses checked)

"Very well prepared- a lot of people in the class who were already working in libraries-- we exchanged problems." (recalls only the undergraduate course, which she describes as a "necessity".) "Cataloging AV (I don't remember which course it was in) was very useful." (the implication is that this might have been taken up in either an AV course, or the one cataloging course.)

"I don't like cataloging-- took no interest in it-- so I got not too much from it; my own fault. Then I had LC cataloging with Caster and floundered! The course was frightening but nice to know." (indicates this was 508)

"It was my first course (I had two)-- wish I could have had some practical experience. Course 508: Good, Thompson. I didn't realize the LC system was arbitrary. Bring out at the beginning that LC is on a different basis (than Dewey). The catalog librarian came down to speak to us. Course 511: good; my first course taken."

"Yes; I wasn't working in a library at the time. Course 511: enjoyed it; useful. Undergraduate: enjoyed them all."

"I'm very interested in this-- but the emphasis was on cards, ordering and typing, which were done well." (not sure which course taken)

"OK-- it should not be as full of oddball problems-- show me how to do a good set of cards on a real set of books. Processing: rate it maybe 5 or 6 on a scale of 1 to 10. Problems with buying kits... Course 511 devoted too much time to trick materials, not enough on routine ones. Maybe it wasn't this course. Wrong emphasis. Need series cards, not unusual problems." (this person thinks maybe it was the undergraduate course that is referred to here.)

"I had only the basic cataloging course-- however, I was unaware of tools like BPR, the card services, etc. I thought all books were done from scratch. Some introduction to LC needed in the basic courses-- even if just roughly. Course 511: good, didn't go far enough; redundant."

"Too hard to separate what I learned at Glassboro from what I learned on the job."(this person spends most of her time cataloging) "Course 508: OK. Course 511: very good." (indicates she may also have taken the undergraduate course.)

"Pretty good- I could always go back for more. OK, as you can always buy the cards. Processing: The instructor was very good on it: Mrs. Caster. Course 508: OK."

"Good, fine, Boltz. Course 508: good. Course 511: Caster was good, precise."

"Yes, the courses did a good job, but my position doesn't require cataloging on the job. Processing: I do not become involved in processing; my course at Glassboro didn't cover processing. Course 508: It was taught patiently, with a sense of humor."

"Great-- Boltz course-- covered everything-- even with the pre-processed materials-- I could have used more on AV cataloging. Course 508 should be required for its AV cataloging." (implies she did not take this one) "Course 511: perfect."

"Very good. Course 508: very useful, on LC: Caster. Undergraduate: good; Dewey and Sears; briefly LC and nonprint, but mainly books."

"No-- poor on books-- the prof. had the class confused-- not much of a teacher. (adjunct) Processing: OK. Course 511: Boltz, all right. Undergraduate: Awful."

"Well-done. I was already in a library so could work on it at the time. Course 508: pretty good. Course 511: OK on books, not on AV or pamphlets. Undergraduate: OK."

Please be sure to read my comments on individual statements.

A number of the graduates believe it vital, to understand this subject, for the student to be working with it. This might (preferably) be in a real library, or alternatively, as a laboratory situation, cataloging and processing a real collection, rather than examples from a textbook. I know the latter is presently used in our program, but there is still the point about getting job experience before or during courses.

Some people expressed distaste for cataloging as an activity, accepting it as one of those "necessary evils" we all put up with as a part of our duties. A few actually like it.

There seems to be a pretty strong consensus that Glassboro's teaching in this area is good. The few negative comments are either based on dislike for the subject or the instructor, or on points no longer valid. For example, Library of Congress (LC) is now taught; there is a major unit on cataloging of audiovisual materials and non-book materials (the latter is not necessarily the same as non-print).

As with other sections of the program, there is much confusion over exactly which courses were taken. I would advise skepticism regarding course numbers, but the comments are of course valid as to real feelings.

Processing seems to have been skipped for most of these people, and most of them think it belongs in the curriculum. They don't regard it as merely a set of clerical routines. Ordering pre-processed materials, or cards, or getting cards filed properly, all require much more than routine clerical skills. They also would like pointers on how to teach their clerks to aid in these tasks.

There were some misunderstandings. Some thought course 511 would include shelving and arrangement of materials, due to its title. Some thought that processing would include repair and mending. (there have been some area workshops in this)

And there were questions on course sequence. It appears cataloging should not be the first course taken, unless the student already has much library experience. (One suggests taking history first) For new people, some of our graduates felt cataloging conveys a picture of the profession as absorbed in picky little details instead of people. (this revelation should not come until the student is ready for it.)

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SYLLABUS

L. S. 510 - Selection of Materials for Public Libraries

I. General Objectives:

- A. To review principles, theory and practices of public library media selection.
- B. To develop skills in analysis and evaluation of library materials.
- C. To review the current "state of the art".

II. Specific Objectives:

- A. To establish principles of selection of materials.
- B. To have student become familiar with selection theory and practices.
- C. To increase skill in the use of selection aids in building and using materials collections for the reader.
- D. To provide opportunities for students to learn the principles of selection according to specific areas: by groups of readers to be served and by form or nature of materials (as distinct from subject).
- E. To develop skill in critical analysis and evaluation of materials in terms of quality and use.
- F. To consider problem situations that might arise from censorship, community conflicts and pressures, and lack of a written policy statement.

III. Course Content:

- A. General background
  - 1. Principle of selection
  - 2. Judging a book
  - 3. Book publishing
  - 4. Book reviews
  - 5. Book selection guides

- B. Subject Areas - Books
  - 1. Fiction and Literature
  - 2. Religion and Philosophy
  - 3. Art and Music
  - 4. The Social Studies - General
    - a. History
    - b. Biography
    - c. Geography
    - d. Others
  - 5. Science and Technology
- C. Other Print Materials
  - 1. Government documents
  - 2. Free materials (V.F.)

L. S. 510 - (cont.)

3. Periodicals
4. Reference works.
5. OP's, Reprints

D. Non-Print Materials
    1. Media selection - Principles
    2. Media selection - By type

E. Censorship in the Public Library

F. Materials Selection Guides

IV. Teaching Techniques:
- A. Class attendance and participation
- B. Analysis of "Best Seller List" of N. Y. Times.
- C. Special media bibliography on an assigned topical subject.
- D. Written exercise on a censorship problem.
- E. "Hands on" examination of new books.

V. Course Evaluation:
- A. Grade marks on projects (above)
- B. Final Examination

Selection of Materials for Public Libraries (510)

Data for this section come from three main sources in the survey interviews: (1) the question, "How well did your courses at GSC prepare you for selection of materials for adults?" (2) the question, "How well...working with and helping adults?" and (3) comments specifically on the course cited above.

It is of course true that public libraries serve children and teenagers as well as adults, but all responses dealing with the younger users have been included in the sections on courses 502 and 503, as they seemed more appropriate there. Also, the question asked in the survey interviews about selection of specialized non-fiction materials might be relevant here, but was tabulated separately because that area often refers to senior high schools as well. The reader is therefore advised to review these other areas.

Some of my comments will be found with the individual responses, but most of them will be found at the end.

"Selection of materials for adults: the emphasis was on schools; adults were not relevant to it. Working with and helping adults: similar reaction."(Course 510; not checked as taken.)

"Selection-- don't recall anything on it. Working with: no." (course not checked as taken)

"Selection: very well. Working with: good. Course 510: not taken; topic was covered in other courses."

"Selection: was taught what they read, but they don't come in that much for nonfiction; I can't apply it." (implying the material covered was entirely nonfiction) "Working with: covered for school purposes; not relevant to public library work; nothing for adults. Course 510: not taken." (PL director)

"Selection: would have wanted more. Working with: preparation in reference courses was very good. Course not taken." (PL staff member)

"Selection: I wanted more. Working with: OK. Course not taken." (PL staff member)

"Selection: hard to say. Working with: courses are designed to give you materials, not how to deal with the people. Course 510: _____ was the teacher; was very good-- covered publishers, trade journals."

"Selection: I thought the course was good; had to write a book selection policy-- it was adopted (here), with a few changes. I was glad to have taken it-- I re-evaluated my policies. Working with: no, only selecting for them. Enjoyed the course very much, useful, practical."

"Selection: not so good- would have wanted more. Working with: not done. Course not taken."

"Selection of materials for adults: very well. Working with and helping adults: yes; they're much easier to work with than teenagers-- so if you're ready for one, you're OK for the other. It was not well covered in courses (however)-- the main thrust was elementary and secondary schools-- the school age groups. Course 510: very good."

"Selection: covered very well in the public library course. Working with: pretty good (same course). Course 510: good."

"Selection: yes- though my interest was with children, so I focussed my interest there. Working with: same; I would expect to have no problems; how could it be much different? Just be flexible. Course 510: all right."

"Selection: none, though the administration course did mention public library work. Working with: none. Course: not taken." (PL director)

"Selection: none. Working with: none." (course not taken)

"Selection: no special course, except it was taken up on the side in the Young Adult course. I feel well capable in this area. Working with: not covered; it was in my education courses." (course not taken)

"Selection: not quite as well covered as children and teens-- need something on adult basic education, and of course some foreign language. Working with: Yes, good, maybe not all types of adults, not all needs-- the area is so broad." (course not taken. PL staff member)

"Selection: no. Working with: too hard to separate from practice. Course 510: was not offered yet." (PL director: graduated 1971)

"Selection: don't know; I've never had to-- probably could handle it by refreshing my memory. Working with: reference courses, covered definitely, this is what reference courses cover, such as in public libraries." Course not taken.

"No: not well prepared in selection; I don't recall any; maybe in the bibliography courses. Working with: don't recall any." (course not taken)

"Selection: one course: adequate for selection for teachers-- nothing covered on selection for general adults. Working with: it was touched upon in the public library course. It came up in discussion-- e.g., on bookmobiles. Course 510: good."

"Selection: in the sciences, I could have used more help. Social science was done well. Sellers did a good job in the Bibliography/Reference course. Working with: in the practicum-- you meet all kinds of people- I worked at the ______ public library; no course coverage. Course 510: good in theory, but not a real discussion of the tools being used by actual librarians." (PL staff member)

"Selection: not very well. Felt the preparation in all areas was best at young levels. Working with: yes, something; actually had more on this than on teens. Don't recall the course..."

"Selection of materials for adults: I don't recall it at all. Concentrated on the elementary. Working with and helping adults: none." (didn't take course)

"Selection: good on philosophy, what they are aware of. Working with: Depends on your personality. You have to like to work with people and help them. You can screen students for this. Course 510: was not offered then." (PL staff; graduated 1970)

"Selection: got nothing on this at all, though I was in it before the public library course. Working with: none." (course not taken)

"Selection: I serve only children." (implied: therefore paid no attention to work with adults) "Working with: very well. Course 510: well taught." (I got the impression the person might really not have taken the course)

"Selection: none yet. Working with: no, except slightly in reference." (course not taken)

"Selection: I don't handle that here-- probably could do so-- the tools etc. were covered. Working with: yes, they need help using the card catalog; I recommend new books, etc." (course not taken; PL staff)

"Selection: Not much at all. I don't do much of it here (parochial school); the nuns love murder mysteries and gothics. Working with: not covered; I felt very insecure dealing with teachers and their requests." (course not taken)

"Selection: I didn't take the courses, as I was aiming only for school work. Working with: nothing." (course not taken)

"Selection: probably only average-- the public library course didn't exist then-- it was all aimed at schools. Working with: they never really said anything on it." (graduated 1970)

"Selection: I've made some recommendations to the faculty-- I deal primarily with AV materials-- the courses were OK. Working with: yes, you learn to adapt to the 3 levels (in the courses); you get general principles." (apparently did not take the course)

"Selection: not needed except for teachers, but I was prepared well. Working with: I learned on the job." (didn't take the course)

"I didn't take the course for public libraries." (this person would not respond with any knowledge obtained elsewhere)

"Selection: yes, I felt well prepared except for cataloging. Working with: I feel capable of working with all groups. Course 510: I learned ordering; applied it on the job."

"Selection: reference courses were excellent, good preparation. Working with: OK. Course 510: I don't recall it." (PL staff member)

"Selection of materials for adults: don't recall anything other than reference courses. Working with and helping adults: same." (course not taken)

"Selection: yes, OK, in the literature courses. Working with: not covered, except some in class discussions, when we'd tell each other our experiences." (course not taken)

"Selection and working with: both rated 4 on a scale of 1 to 5, with 5= high." (did not take the course-- nor did say where got knowledge)

"Selection: yes, in for example the reference courses. I feel quite able to handle it. Working with: Don't recall any courses giving you exactly this-- do you need a course for it?" (has no clear memory of public library course) (is a PL staff member)

"Well-taught." (refers to course 510)

"Selection: nothing on that-- I didn't take the public libraries course. Working with: Little or none, only in the reference courses."

"Selection: not taken; I took no selection courses at Glassboro. Working with: I probably got more of this from my teaching background than from classes." (apparently did not take 510)

(next person had no recollection at all)

"Selection: poor. Working with: non-existent. Course: not taken."

"Selection: not covered per se: maybe as part of other courses. Working with: none covered it or helped with it." (course not taken)

"Selection: no. Working with: some administrative procedures; nothing specific, only what I already know." (course not taken)

"Selection: Don't remember at all-- probably because I had no thought of anything but school library work. Working with: Don't remember but sure it was." (course not checked as taken)

"Selection: yes, OK-- but less well covered than for children. Working with: a little; maybe in reference work. Course 510: good."

"Selection: not covered. Working with: no, not recalled. Course 510: good, taught by a young fellow, his first course; it was interesting." (these replies are not consistent!)

"Selection: there were no courses that dealt with that. Reference material covered it in a general way. Working with: the reference courses: I came into this situation and needed the reference help." (graduated 1970; probably course not offered then)

"I took no selection courses at Glassboro. Working with, maybe a little in the administration course."

"Selection of materials for adults: I took the public libraries course; it was covered adequately. Working with and helping adults: Adequate, good. Different kinds of questions-- very helpful to have Savitz to work in-- and the connection with Camden County for interlibrary loan." (this person is probably referring to the specialized literature courses, as to handling reference questions with Savitz Library as a laboratory; and then to her work on the job, using the Area Library) "Course 510: very good, especially for adult literature, censorship, analyzing your population." (PL staff member).

"Selection: I could adapt very quickly-- different levels not that far apart-- I know the basic tools." (high school librarian) "Working with: not covered atall. I have never worked with adults-- only on selection of materials. Course 510; really enjoyed it."

"Selection: excellent: some best sellers for my faculty, Newsweek books, current topics. Working with: Fine, no problem." (then, this person did not remember taking the public libraries course. The replies might indicate she was, then, thinking of her actual work on the job in a high school)

"Selection: Houlroyd, OK, good. Working with: it was covered in the Young Adult course-- up to college ages. Course 510: Thompson, very good." (this person obviously was considering the Young Adult course as dealing with adults, which is a matter of varying opinion)

"Selection: just moderately, only in the public libraries course. Working with: same; went into adult psychology, emphasized adults. Course 510: Could have been beefed up-- it was too easy-- need more content to it-- "

"Selection: good, in the Bibliography & Reference, and literature courses. Working with: you have to learn this on the job or in an internship. Discussions might help. Course 510: not taken."

"Selection: good-- not as excellent as for children, but better than for teens. Working with: not done. It's really not possible to do in class (anyway)-- you learn in practice. Course, 510: excellent." (PL director)

"Selection: I had very little on it-- would feel at a loss-- would feel more at home with reference for adults-- not the general collection. Working with: Nothing." (course not taken.)

"Selection: not as much as others-- could use more emphasis. Working with: no." (didn't take course)

"Selection: fairly well. Working with: Quite well." (then, does not indicate having taken course 510, so is either mistaken on that, or got the adult work in other courses. PL staff member)

"Selection: no, I didn't take the course-- would have trouble with adult reference work. Working with: not in my courses."

"Selection of materials for adults: probably covered pretty well, but I'm not doing it on the job. Working with and helping adults: Low; not much on this; it was mainly on the materials: should have more in this area." (does not remember taking 510; graduated in 1970; is a PL director)

"Selection: I didn't take it-- deliberately skipped adult work. Working with: no; would need more."

"Selection: I had several good courses, some mediocre. Working with: yes." (course not taken; PL staff member)

"Selection: Not covered as well as for young people. Working with: I learned this in non-library courses." (course not taken)

"Selection: I didn't get much on that. There was some. The courses were geared much more to students. Working with: This was covered the least of any of the three (children, teens, adults)." (Didn't take course)

"Selection: Absolutely not. There was no course called Public Libraries at the time. Working with: No, and there is a lot to learn and cover, such as adult education." (graduated 1970; PL staff member)

"Selection: I did not take a course geared to adults. Working with: ditto." (graduated 1972) (PL staff member)

"Selection: Good- excellent in reference. Working with: I don't recall much on this. It was assumed you could do this." (did not take course)

"Selection: In some areas, very good. Others only adequate. Working with: Adequate." (didn't take course)(Grad.1970)

"Selection: OK. (Q) I'm not sure, no, it was weak. Working with: No; I didn't choose courses such as to get this." (then this middle school librarian, at the end, indicated "all right" to the 510 course, which would seem to be an error.)

"Selection: Nothing recalled. Working with: Nothing with adults when I was there. Would recommend more material on adults." (Graduated 1970; did not take course as was not yet offered)

This concludes the listing of graduate comments on the area of public libraries and work with adults. My own comments have been given along with some of these, in cases where it would have been confusing to wait until the end. However, the bulk of my summary and comments follow, beginning on the next page. The reader is reminded to see the first page of this section for reference to other, associated areas, such as the specialized literature courses (512, 513, 514).

The Public Libraries course was not available at the beginning of the program. I am uncertain just when it was first offered, but at least those graduating in 1970 reported it was not then offered.

Some did not take it when it was offered, for various reasons. We can see statements to the effect that they expected to always be elementary school librarians, for example, so saw no need. In this connection, I have tried to point out to students how many of our graduates, now in public library positions, first got started in schools. I suspect that, first, many people are not aware of how easy it is for a good librarian to move from one type of library to another, at least as far as the work is concerned; second, those already in teaching or some aspect of education tend to have a mild form of "blinders", so they really only see school libraries as in their future.

Of course, another reason for not taking the course, or for not being disturbed by missing it, was the feeling that selecting for adults, and working with them, is not all that difficult. I got the impression that a number of the graduates felt that, after all, as adults themselves, they should have no trouble understanding what adults want. This is likely to be a dangerous assumption.

Some indicated that the selection course emphasized non-fiction, while (it was their experience) most users of their public library wanted the current best-sellers. In other words, that we were teaching the selection of a good all-time collection, as a strong non-fiction library, without regard for reading interests. Whether this is the case or not, it reflects what is probably a permanent split among librarians: do you buy what people really want, or do you buy what they should read? If you buy what they want most, by evidence of surveys, you'll often but items of low quality and perhaps poor taste or worse. (Pornography?) This is not the place to try to settle that one.

The reader will notice that I have specifically shown some of the respondents as either directors of, or staff members of public libraries. In all other cases, they are with schools or colleges.

Many who did not take the public libraries course felt they did, nevertheless, get coverage of adult interests and psychology through other courses-- some outside our department, some in it (such as reference, or the specialized literature courses).

I found it interesting that not one respondent mentioned-- at least, not in this part of the interview-- problems of dealing with the trustees. I know from conversations with public librarians that this strikes to the heart of many problems. I have been a trustee myself in both Willingboro and Glassboro and can appreciate the frictions from both sides of the table. But no one asked to have this covered in the public libraries course.

It was pointed out that the public librarian needs to know something about adult education-- and this includes both adult basic education, and the more general, more advanced areas. Within the latter would come an awareness of the new Thomas Edison College, with its opportunities for study at home, using books from the local public library.

Quite a few of the graduates pointed out that our courses were almost entirely school oriented. This was undoubtedly true. I am sure that now, however, there is deliberate effort made to cover public library aspects of appropriate areas as they are taken up--- not merely in the public libraries course, but in all our courses. We have an increasing number of people who are interested in public library work, and if we do not mention it, they remind us!

Notice how many public library directors (and their staff) never took the public libraries course!

Most of the graduates perceived our courses as having emphasized selection, not working with the users. Then there was a split; some recommended that we make sure "working with" gets included. Others, however, held to the view that this cannot be taught in the classroom (though class discussion of mutual problems can help); you just have to get out on the job and learn by experience. One went so far as to urge screening of applicants for this ability: that of being able to work with people, on the assumption that if you don't already have it, you won't even learn it on the job. That's pretty strong, and more than I can accept. (in this connection, also see the discussion in the section of this report devoted to "skills necessary to your job, not teachable in college")

Is there an overlap with the course on Young Adults? One person thought so. Of course, the so-called "young adults" really mean teenagers; I suspect the name was given for the sake of getting teens to read books ifthey are flattered by being called adults. Are they fooled by that kind of psychology? Someone ought to try that as an experiment.

It may be that more field trips to nearby public libraries are needed; a number of graduates mentioned the need to see how the job is being done in real practice, though one did say it was very good to have the College Library (Savitz) available as a laboratory. Studying your community was also cited as a good feature.

Some, in school library work, wanted the public library course (or at least some work on adults) to help them understand how to serve their teachers better. AND: those going into public library work as directors, or thinking of becoming a director, certainly would like to have another course available.

DEPARTMENT OF LIBRARY EDUCATION
Glassboro State College
Glassboro, New Jersey

SYLLABUS
512- Literature of Science and Technology Rev.10/74

I. General Objectives

The practicing professional librarian must frequently use reference and similar materials in special subject areas. This course is one of three, each designed to cover one of the accepted areas of knowledge: science and technology, social and behavioral sciences, and the humanities. Successful completion of one of these courses means the student has met the specific objectives (see below) in that subject area.

II. Specific Objectives

A. understand and appreciate the librarian's need for knowledge of the science-technology literature sources.

B. acquire in usable form knowledge of the technical and non-technical sources of such information.

C. develop skills in using science-technology reference materials to locate answers to reference questions.

III. Introduction

A. Definition of the categories included within science and technology

B. Classics and authorities in scientific writing

C. Characteristics and problems in science literature

D. Criteria and problems of selection

E. Types of materials needed in collections of various types of libraries

F. Paramount requirement of being up to date in fast-changing area

IV. Course Content

A. General science and technology, including history

B. Mathematics

C. Astronomy and space travel

(continued on next sheet)

D. Physics, optics, electronics

E. Chemistry and chemical technology

F. Meteorology

G. Engineering and technology

H. Geology, oceanography

I. Biological sciences

J. Medicine and health

K. Agriculture, forestry, home economics, conservation

V. Types of Literature studied

A. histories

B. dictionaries

C. guides

D. bibliographies

E. manuals

F. encyclopedias

G. handbooks

H. yearbooks

I. directories

J. textbooks

K. atlases

L. translations

M. periodicals

N. indexes

O. general readings

P. almanacs

Q. review publications

R. abstracts

S. publications of associations,
academies, government agencies,
other organizations

T. tables

U. technical reports

V. annual publications

W. survey publications

(continued on next sheet)

VI. Teaching methods

A. problems assigned to individual students to illustrate use of materials, reference techniques, and value of types of materials for kinds of questions and needs. Written and/or oral reports may be required.

B. Demonstrations, exhibits in class period, trips to the college library's specific areas to note materials and complete the student's understanding of selected items.

C. Lectures, field trips to other libraries, talks by visiting practicing librarians, discussions of individual problems, guest lectures by faculty members from other departments who are specialists in the topic under study.

VII. Course Evaluation

A. When the class is not too large for frequent student-instructor interaction and observation, no separate written examinations are necessary. The grading criterion is then the instructor's judgment as to how well each student has displayed actual and practical mastery of the objectives during the course of oral reports and discussion, brief written reports, and observation.

B. When the class is too large for detailed and frequent student-instructor interaction and observation, there will be written examinations at mid-semester and at the end of the course to add to the instructor's more limited opportunities for classroom evaluation.

C. In any case, at the end of the course each student has an opportunity to anonymously evaluate the instructor and the course on forms supplied.

VIII. Bibliography (attached on separate sheet)

DEPARTMENT OF LIBRARY EDUCATION
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

SYLLABUS

L. S. 513 - Literature of the Humanities

I. General Objectives:
  A. To provide students with the ability to evaluate and interpret books and other materials critically with particular reference to the provision, interpretation, and use of materials in libraries.
  B. To provide students with some knowledge of the development of the literature of different disciplines, and of the growth of significant ideas, forms of expression, and scholarship.
  C. To direct students in the acquisition of certain skills essential in the performance of the interpretive aspects of library work: analysis of questions and problems; determining the needs of users of the library; selecting or adapting materials to meet their needs.
  D. To increase the future librarians' grasp of the subject matters represented in libraries so as to enable him to engage more intelligently in the activities of librarianship. Without some grasp of the content of the books he handles, the librarian is bound to perform his function in a purely mechanical way. He needs some knowledge of the matters with which books deal if he is to engage intelligently in such activities as the selection of books, the handling of reference questions, and the advising of users of book collections.

II. Specific Objectives:
  A. To introduce students to the reference books available in the field of the Humanities - Philosophy, Religion, Language, Fine Arts, Music, Theatre Arts, and Literature.
  B. To introduce students to the sources of information concerning these books - Winchell, "Choice", "Booklist", "Reference Services Review", etc.
  C. To give students practical experience in the use of these reference books by requiring evaluative and problem solving assignments which will enable him:
    a. To make out the distinguishing features of a given book in any one of these fields.
    b. To locate it in the traditional school or trend to which it belongs.
    c. Either by personal examination of it or by proper interpretation of the judgement of others to appraise its value with respect to its treatment of its subject and its usefulness to different kinds of readers.

III. Course Content:
  A. For each area, the basic types of reference books are covered: bibliographies, indexes, dictionaries, encyclopedias, anthologies, collections, etc.

B. Humanities areas include:
   - a. Philosophy
   - b. Religion
   - c. Applied Arts, including Theatre
   - d. Language Arts
   - e. Art
   - f. Music
   - g. Literature

C. Teaching Techniques:
   - a. Evaluation sheets for major titles in each area.
   - b. Problem sheets to achieve competence in dealing with works in each area.
   - c. Projects
     - (1) Students must prepare an annotated bibliography on a subject of their own choosing, within the realm of the Humanities.
     - (2) Students select a specified number of new reference books in the Humanities, which they recommend for purchase. This makes them aware of the sources available for keeping up-to-date in the field.
     - (3) Projects may vary from semester to semester.

D. Course evaluations:
   - a. Instructor appraisal of Evaluation sheets.
   - b. Instructor evaluation of Problem sheets.
   - c. Quality and skill in accomplishing projects.
   - d. Overall student achievement in relation to general and specific aims of the course.

1974

DEPARTMENT OF LIBRARY EDUCATION
Glassboro State College
Glassboro, New Jersey

SYLLABUS
514- Literature of the Behavioral Sciences Rev.10/74

I. General Objectives

The practicing professional librarian must frequently use reference and similar materials in special subject areas. This course is one of three, each designed to cover one of the accepted areas of knowledge: social and behavioral sciences, science and technology, and the humanities. Successful completion of one of these courses means the student has met the specific objectives (see below) in that subject area.

II. Specific Objectives

A. understand and appreciate the librarian's need for knowledge of the literature sources in the social and behavioral sciences.

B. acquire in usable form knowledge of the specialized and non-specialized sources of such information.

C. develop skills in using social and behavioral science reference materials to locate answers to reference questions.

III. Introduction

A. definition of the categories included within the social and behavioral sciences

B. classics and authorities in the appropriate areas

C. characteristics and problems in the literature of the social and behavioral sciences

D. criteria and problems of selection

E. types of materials needed in collections of various types of libraries

F. paramount requirement for maintaining objectivity in selection and use of materials covering areas of controversy and divided opinions.

(continued on next sheet)

IV. Course Content

A. general social or behavioral science

B. history

C. anthropology (cultural aspects)

D. geography

E. political science

F. sociology

G. psychology

H. law

I. economics

J. business

K. education

L. other areas with behavioral aspects

V. Types of Literature Studied

A. histories

B. dictionaries

C. bibliographies

D. guides

E. encyclopedias

F. yearbooks

G. directories

H. textbooks

I. atlases

J. translations

K. periodicals

L. indexes

M. general readings

N. almanacs

O. review publications

P. abstracts

Q. publications of associations, academies, government agencies, other organizations

R. tables

S. specialized reports

T. annual publications

U. survey publications

V. biographical works

(continued on next sheet)

VI. Teaching Methods

A. problems assigned to individual students to illustrate use of materials, reference techniques, and value of types of materials for kinds of questions and needs. Written and/or oral reports may be required.

B. demonstrations, exhibits in class period, trips to the college library's specific areas to note materials and complete the student's understanding of selected items.

C. Lectures, field trips to other libraries, talks by visiting practicing librarians and faculty members from other departments, discussions of individual problems, films.

VII. Course Evaluation

A. When the class is not too large for frequent student-instructor interaction and observation, no separate written examinations are necessary. The grading criterion is then the instructor's judgment as to how well each student has displayed actual and practical mastery of the objectives during the course of oral reports and discussions, brief written reports, and observation.

B. When the class is too large for detailed and frequent student-instructor interaction and observation, there will be written examinations at mid-semester and at the end of the course to add to the instructor's more limited opportunities for classroom evaluation.

C. In any case, at the end of the course each student has an opportunity to anonymously evaluate the instructor and the course on forms supplied.

VIII. Bibliography (attached on separate sheet)

Literature of Science and Technology (512)
Literature of the Humanities (513)
Literature of the Behavioral Sciences (514)

Graduates were asked their opinions of these specific courses, and they responded to the individual courses and to the group.

In addition, in some interviews (mostly early ones) the question was asked, "How well did your library science courses at GSC prepare you for (knowing the) literature and history of specific disciplines?" Where this question was asked, and where it did not produce a reply identical to the course questions, the replies have been included. (The question was dropped because replies did tend to be identical)

The reader interested in this area should also see the section of this report devoted to the Public Libraries course (510), because some graduates commented on their preparation for adult work in terms of these courses. Another section is that where the replies to "How well did your courses at GSC prepare you for selection of specialized non-fiction?" are tabulated and analyzed, for here too respondents tended frequently to refer to these literature courses.

"I had the basic literature courses-- they were done well-- a student should take all three, not just one or two-- in many cases, people skip an area and later find they need it. 513 & 514: I hated them; the way they were taught was terrible, by ______: he's a very sarcastic person." (adjunct) (these responses are not consistent, yet the graduate who made them generally gave good replies. I can only interpret the reply here as saying the material was well covered, but the style of teaching was highly objectionable.)

"512: I was very disappointed in it-- a rotten course-- we did nothing on selection, or on science books. Person from another department. Nothing on the real needs of libraries-- in fact he didn't relate it to libraries at all. 513: OK. 514: excellent course, one of the best."

"512: enjoyed it. It was not taught by a library man-- he turned us on-- but he didn't think of library needs." (note: same instructor as referred to next above. I interviewed several people who were in this section, the one time the course was taught by this person. The reactions were mainly antagonistic but there was a minority opinion.) 513: good, the arts." (where one number is omitted, as #514 is here, it is because the person indicated not taking it.)

"513: very helpful. 514: same."

"Very good-- and very necessary."

"512: fine; actual reference practice was helpful. 513: was especially interesting."

"513: ______ tried very hard. Was good with what she covered. 514: Tubio was good."

(next person took none of the literature courses)

"512: we really explored many different books. Fine. Now I am aware of types and titles. 513: ditto. 514: ditto."

"513: good (but not very good). 514: good."

"I only took two of these courses-- would now want to take all three. 512: limited by what we had. Good but not very good. 513: very good."

"It was taught. I did not get into it much-- would take the courses later if necessary." (this person said she was unsure about the exact course(s) taken, but guessed she might have had 513)

"No; there was some in the reference courses; would need more if I was going to be a specialist. 512: of some use. 514: excellent; the best reference course ever."

"514: good-- it was not so appropriate for an elementary school librarian-- more relevant for high school and college."

"513: Excellent. 514: Excellent: Hewsen."

"512: very good; helped much; there's still a lot that public librarians need: contact with special libraries. 513: very good. 514: very good."

"514: very good: Tubio taught it; you made a mistake in losing him."

"Good courses, which were well-organized and very good. You knew exactly what to do and how to do it-- analyze a book-- well structured. 513: Sellers was fine, thorough. 514: Cramer, fine."

"Now I feel it was worthwhile, but not then. So many things have since turned out useful. It broadened me as a librarian. Taught by ______ (Course #512)-- he filled in the background very well-- I had known little about it-- some students hated it-- they wanted someone to hand them a list, tell them this book is good, etc." (note: this is the same instructor as referred to twice on the preceding page) "514: Hewsen: I enjoyed the course. It was totally different from the science course."

(next person took none of the courses)

"512: could have been much better-- students were able to cheat--" (taught by same person referred to in first reply, on page 1) 514: I got a lot out of it. Tubio did a good job-- looking up reference questions."

"513, 514: very good."

"This area is not too important for elementary school librarians." (did not remember taking any of the literature courses)

"512: taken as a part of reference." (?)

"512: not well-taught; it was in a 3-week summer session. Pure lecture, no discussion; too much material in too short a time. I took a tape recorder in because I couldn't write fast enough (as he lectured)." (taught by same person as first response, page 1)

"512: very poorly taught. 513: well taught. 514: well taught."

(next person took none)

"512: I liked that course; beginning to get some questions in that field; your course: that's a plug for you!" (public librarian)

(next person was not sure which ones she took, if any)

"513: good."

"514: Tubio, good course."

"514: General, good, can use anywhere."

"512: terrible; it was all college-aimed: the teacher is no longer there. He was very negative on any question we asked. He insisted the materials had to be covered-- we used flash cards-- it was way out." (note: same person as referred to in first reply on page 1)
513: good. 514: good- Tubio."

"Excellent reference courses in the disciplines. 512: Excellent-- Taught by ______ -- I may have been the only one who liked him." (same person referred to in second and third replies on page 1)
"514: I liked it very much."

"512: very useful; introduction to the areas; useful on real reference techniques; discussions. 513: same, questions, evaluations. 514: same as science: excellent."

"512: pretty good. 513: good."

"513: Lots of work but very useful."

"513: Outstanding, fine. 514: mediocre."

"513: excellent."

(next person said all her courses were good, but could not recall which ones were taken)

"513: well taught."

"512: It was terrible. _____ didn't teach anything related to the library at all. It ended up being the philosophy of science-- it was wasted time-- a disaster." (note: same person as in replies numbered two and three on page 1) "513: OK, we went over many, many books-- too many- you don't use such specialized books in real practice."

"512: ____ was bad." (same man as referred to above) "513: Hewsen was excellent."

"512: good, except that it was crammed into 12 nights (summer pre-session). 513: satisfactory."

"514: rated 8 on a scale of 1 to 10" (10= high)

"I couldn't fit any of these into my time slots."

"512: this course was deficient. It was a loss, due to the instructor-from another department." (same person as in first reply this page) "Others were OK" (but the person did not specifically remember them.)

"512: fine. 513: fine."

"512: I enjoyed it; was overwhelmed by science books. 513: very good. 514: very good."

"I would like to take 512. 513: OK. 514: OK."

"513 and 514 were very strong courses. At the time, a man who had been a librarian came in-- Hewsen was tremendous. I feel the College should do more to use faculty in more than one department." (note: probably referring to 514)

"512: I felt we could have had more lecture-- enjoyed it though. It is not relevant to my work in an elementary school."

"512: we covered reference work well- I would have wanted to know more about specific books in the field. Actual fielding of reference questions was very good-- sources were discovered by accident" (while seeking answers to the questions). (this person replied that course 514 would have the same answer-- probably the same instructor)

"512: same as 513. 513: It could have been handled a different way; we just plowed through a lot of books- spent a lot of time digging in the reference section on crazy questions."

"512: was good, but very rough-- taken in 3 weeks in June. 514: very good; the teacher gave us a word or two, we had to find the source-- we spent hours in the library."

"514: good."

"512: good; it emphasized science; we could have used technology too. 513: good."

"513: good. 514: good."

"513: very thorough, although not useful on this job. Wish the basic reference course had been this good. 514: ditto. The literature was covered, but not the history."

"OK except for the science course. 512: wrong emphasis; excellent for a scientist but not for a librarian. 514: excellent but busywork."

"You should require all 3 courses. I missed the behavioral sciences one-- was a science major in college, which helped. 512: this will sound harsh but: I took it in (summer) pre-session (3 weeks); the instructor kept dictating definitions of scientific terms-- we had to memorize lots of books-- that was silly. 513: good."

"Good background-- not applied on this job. 514: good, enjoyed it."

"Too much-- less important-- prepared well, but not important." (this person did not recall specific courses)

"512: very good. 513: good, field work, lots of research, writing reports."

"513: very good. The collection is poor at Savitz."

"Not always the latest sources used-- old technical standards were emphasized-- need more new, meaningful sources-- very few libraries would have the sources we covered-- need to cover the sources people would really be using-- books and journals. 512: needed. 514: very good."

"I took two of them, don't know which."

"513: good. 514: good."

"513: we covered an exhaustive number of references. 514: covered a variety of references."

"513: great; necessary. 514: great, ditto."

"Weak in science; excellent in children's literature and development of research materials-- social sciences, very good. Should take all three literature courses. I don't know which ones I took; Tubio was excellent in one, and the other was good."

"514: this was your course; fine."

"Science materials was extremely poor; we didn't learn anything about reference materials. The man who taught it was from _____ dept.-- terrible-- it was great to become aware of what is going on in science world, but did us no good on the job. (course 512) 513: OK, but slanted too much toward the older student."

(end of tabulations of comments)

It is almost a cliché to say that librarians are weak in the science area, and I myself have made remarks in that direction. I have made a tabulation, from the foregoing comments, of the number of graduates who reported taking each of the three courses, to see if this would add anything to the question.

512 (science/technology)	33
513 (humanities)	41
514 (behavioral/social sciences)	39

As the choice of courses was generally up to the student, this does seem to show a relative avoidance of science. It has never been required that a student take all three of these courses; at times two were required, sometimes one; a few people took none, probably because of a good background elsewhere. However, several of the graduates recommended that all three courses be required.

Many instructors have taught these courses, and it will be obvious from the responses that our graduates have quite varied reactions to them. The program has since settled down to where all these courses are taught by the regular fulltime faculty of the department-- Miss Sellers teaching 513, and the present writer 512 and 514.

There were many comments on the courses being practical, or not. The graduates are quite united in wanting these courses (same as the others) to give them down to earth knowledge they can put to use on the job. They want detailed help in selecting and using the best sources in each special area. They want to use Savitz as a laboratory (we do) and some of them are disappointed by its weaknesses. I am very glad to say that it has been considerably strengthened in recent years.

Some of the librarians working in elementary schools felt they didn't really need this kind of course, though others did. In teaching these courses, I have found classes composed of wide mixtures to be awkward to work with for this reason, so, as I explain to the classes, we must walk a kind of a tightrope; not get so far into the highly specialized sources as to be unrealistic for the K-4 librarian; nor spend so much time on the simpler tools as to neglect the person aiming at college or special work. Fortunately, as Glassboro is a college that prepares teachers at all levels from early childhood to junior college, the basic collection reflects the range of courses offered, and we do have reference tools at all levels.

And elementary school librarians are being surprised, these days, at the scientific sophistication of young children who have grown up with satellites, color TV, and the new math! Kids always could ask questions difficult for adults to field; now the school librarian needs all the flexibility she can get.

At present, these courses appear to be going very well.

DEPARTMENT OF LIBRARY EDUCATION
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

SYLLABUS

L. S. 600 A & B - Current Issues in Libraries/Seminar

I. General Objectives:
   A. To survey current issues in librarianship in relation to the changing American social and cultural environment.
   B. To understand the professional responsibility for meeting present and future challenges to librarianship.
   C. To choose and study a significant problem within the discipline of librarianship.

II. Specific Objectives:
   A. To assist the student in developing a project to fulfill the requirements for M. A. degree.
   B. To bring the student up-to-date on current thinking and practice in the field of library science.
   C. To project the state of the art into the future.
   D. To develop a critical attitude toward societal changes and library services.
   E. To engage the student in scholarly research, or in the completion of a project, that will involve the techniques of research, use of research materials, and culminate in a written or graphic presentation.

*III. Course Content:
   (Issues for investigation and discussion)
   A. Federal Aid to libraries
   B. Library education
   C. Library service for special populations
      1. Blind & partially sighted
      2. Mental patients
      3. Disadvantaged children & adults
      4. Institutional
   D. Public relations & techniques
   E. Automation of library functions
   F. Censorship
   G. Regionalization of library service
      1. Union catalogs
      2. Interlibrary loans
      3. Reference referral services
      4. Cooperative borrowing privileges

* The content areas to be included in any given year are subject to change as influenced by the need and interests of the class, and the current status of the field.

L. S. (cont.)

H. Technical processes
I. Effective Utilization of personnel
    1. Clerical
    2. Paraprofessional
    3. Professional
J. Survey of field as to employment opportunities.
K. Methods of utilizing non-book materials.
    1. In school & college libraries
    2. In public libraries
L. The contemporary school Instructional Materials Center.
M. Modern Public Library developments.
N. Recent patterns in Academic Librarianship.
O. Comparative librarianship - a new development.
P. The library historian and library historiography.

IV. Teaching Techniques:

A. Investigation of areas as treated in current literature.
B. Use of resource people in a number of areas selected on the basis of accomplishments in the field.
C. Lectures by instructor
D. Discussion panels by students & instructor.'

V. Course Evaluation:
A. Submission (or progress toward) a thesis, or project; requirement for the M. A. degree.
B. Instructor's judgment of student's grasp of professional trends and implications to the profession.

1975

Current Issues in Libraries (600 A, B)
(thesis seminar)

The college requires completion of a major research project as part of the work for a master's degree in any area. This is sometimes referred to as a thesis. Generally, the student must present a typed research paper following thesis format. The original and two carbon copies (all on long-life paper) are deposited in the College Library-- the original for the archives, and one of the other two for regular loan as a part of the collection, the other reserved for lending on interlibrary loan. Originally, the Graduate Council was the means for agreeing upon, modifying and enforcing standards for these projects among the various departments and programs which offer graduate degrees, but this body was dissolved several years ago.

The research project is the greatest part of the 600 course, by far. The course extends for two semesters (six semester hours). As the syllabus indicates, there are also lectures and discussions with guest experts in various types of librarianship.

I will now proceed with the graduate comments, which come almost entirely from two parts of the survey interviews: first, when each person was asked, "Should all GSC library students be required (as now) to complete a major research project for graduation? If yes, what kinds of projects are best or worst? If no, what should go in its place?" (on some questionnaires, this was phrased a little differently). Second, when the specific course was mentioned during a listing of all the courses, with the request for the graduate's opinion of the course. My own comments will be with these, to some extent, but mainly at the end.

Again a statement of my own interest and possible bias: I am now, and have been for some years, one of the instructors for this course.

"Require it: no, most schools are dropping it. What value is it? You put it together and never touch it again. I doubt anyone ever looks at them again. Instead: there was very little real work experience; should be more of this-- and closer supervision while you're out. The course: it was all right, but unnecessary."

"I had hoped personally to avoid it-- it depends on the topic. Many are not really useful, just research that's been done before. I don't know how my own is-- I'd rather have taken additional courses or serve an internship in another library. It should depend on the student and the topic"(whether to write a paper). Course "not too useful."

"Yes, require it. Especially if a lot of research is done-- it's a fine way to learn research techniques. You will need those skills later-- to help others with their research. Course: Good; some speakers; everyday issues, practical."

"Require it? Yes; make it more difficult. It was too easy. I'd go back if the courses were more difficult. Course: was fine."

"No-- long papers are a rehash of previous research-- take courses instead. I would rather have spent the time on organization, management, administration."

"It depends on what you're doing-- whether you're personally interested. Should not do a project if not interested. There should be a choice available. I enjoyed the course and paper."

"Yes, it's a good idea to require it. Upgrade the demands-- require higher quality papers-- one paper I saw had no footnotes or bibliography. How can they help others with research papers if they never had to do it? Even to help young people. And you should make the course 6 hours." (I said this had already been done since her graduation-- formerly 4 hours) "I enjoyed the course-- it's a very individual thing."

"Keep up the standards but permit free range. I enjoyed my individual project-- don't know how it was accepted-- many are very good. It should continue to be required but allow a wide choice of subjects-- let some do it differently-- e.g., a project, a bibliography-- it need not be a highly-documented written paper. For example, someone from Rutgers did a film loop on the Readers Guide. Encourage variety. Course: the sessions were so short-- I had to travel so far for it-- they could schedule it better-- the individual 1:1 appointments were better--"

"You should drop it. I see no advantage in it. Didn't find my own paper difficult; I enjoy research. It's not of any consequence compared to actual work. Would recommend nothing special to replace it-- just have an excellent curriculum. The course: unnecessary; many times the meetings were cancelled because of 1:1 meetings on papers-- the class should not meet at all after introduction."

"Require it? No." (this person's reply was scattered over several spaces, but boiled down to urging that the time be used to allow for specialization courses) "The course was very good."

"I would rather have additional courses. Thoroughly enjoyed my course but others would have been (more) useful."

"If not required, would there then be an exam? If so, keep the thesis. I dislike and do poorly on exams, as do many others. If it's replaced by nothing (i.e., no exam) that's OK if in line with other schools. You do learn a lot from your project-- some people let it scare them." (we then had a discussion on writing technique, and why some people fear it) "The course: Boltz, bless his heart-- a real patient person-- I got through it."

"Better to have additional course work-- I enjoyed my own project but it was not real-- not really a thesis-- not graduate level work-- the course was mildly OK-- courses (regular ones) are better."

"Don't require it unless their project is really beneficial, to themselves or others. Not just to be a project for its own sake. In its place: a one-year internship. Of course, don't reduce the time taken for the degree. My own project was a procedures manual for our own schools, very useful. The course: good."

"I enjoy research personally. Was persuaded to do my paper on a topic of deep personal interest by your talk to the class. I enjoyed and learned from it. Student could do a project instead, if it is felt to be valuable-- such as setting up a new library. It would still be a lot of work, and educational. Don't just take two other courses instead of the thesis. There should be something special at the graduate level-- learn to accomplish something well-- to high standards. The course: I enjoyed it very much."

"Require a thesis- no, but a major research paper is important. Specialization is the thing to work on. Having done my thesis, I feel my project was helpful to my own job and development. Other projects than a written thesis can serve the purpose-- films, activities, etc. It must be the student's own choice, for his talents and interests. The course: Fine, very helpful, made me study."

"It had value for me-- was relevant to my needs-- helped to point out the facts to my own Board and to the county freeholders. If projects have a practical application, fine. Not a mere bibliography unless unusual. Not just to do a project-- selection is vital."

"Require? Not particularly. It was not that valuable to me. I'd rather have taken a couple of courses-- which I wanted to do and didn't have time for. My paper didn't need to be a major research paper. Make it voluntary: either write a paper, or take courses."

"I enjoyed mine. As long as the choice of topic is free, it's OK." (note: the department generally is very willing for the student to choose his own topic, as long as it is relevant to the profession) "My paper was a lot of work but very interesting."

"Yes, definitely require it. My project is still in use (here) as a freshman orientation. It need not necessarily be a documented paper, but a project of some kind, like one on transparencies."

"Yes, keep it. I benefitted a lot by actually visiting four libraries. Did my paper on their AV services. The course was good, except that I had to do it twice-- stretched it out too long."

"No. Replace it with more practical experience. The course: I was pretty much on my own."

"Yes, keep it; probably because of my own feeling of accomplishment, having completed it! It was bad to look forward to, but if you're able to choose your own topic, and it is good, then the satisfaction is great. I like the idea that it can be based on practical projects, not just theoretical. I liked the speakers-- wanted more-- the outline for writing the thesis was good; my husband just completed his MA without guidance and used my outline."

"No-- not a thesis-- it was the worst course I had. I wanted to get out of there-- there wasn't the time to do it properly. If you had nothing else to do, well.... I don't feel it helps to meet such standards on typing, etc.-- if you do a report, write it up any way you want-- the formal form should be rejected... don't make the thesis a requirement. For school librarians, maybe do a survey or practice project instead-- write it up." (this person described for me in detail how the study she was most interested in, was much too complex for a one-year course, in which both she and her advisor concurred, so she had to settle for something second-best) "The course: the seminar part was OK-- discussions and speakers OK-- but not the thesis."

"Yes, require it. I enjoyed it as a research project, not as a thesis. It's beneficial. Course was good."

"Yes; developing something for actual use on the job. As a resource kit perhaps." (the course) "well taught".

"In general, any kind of report-writing limits you-- you specialize in one area and miss others." (indicated she had no definite feelings on whether to require the thesis)

"I wasn't really that fond of doing it. Some courses have papers that are mini-theses-- maybe it's too much. For example, the automation course requires a major project. It would be a good thing if it stood alone." (here we had a discussion on the eventual outcome of this person's project, which was based on a problem in her library; she was pleased that her recommendations were being borne out.) "Enjoyed the course."

"I feel split on this (requiring it). Make it optional-- the person can take extra courses. The course does have value, but some people freeze up at the thought. Not all papers are valid. I feel I slid through it too easily. My paper would have been an undergraduate paper at ______ (her undergraduate college). It was too easy-- mainly a review. I enjoyed the course."

"I benefitted from mine-- had lots of freedom in it-- nothing wrong with it. You get out of it what you put in. You should do something useful/helpful; keep it as a requirement. Guest speakers: I enjoyed that part."

"It doesn't make much difference to me personally. There's no such requirement at _____ -- instead, they have a major exam. I think it is good for library students to demonstrate skills at research, documentation, etc. Though, it might be good to have an alternative. Say, two more courses, to be selected with advisor approval. For some people, the thesis was quite a stumbling block. Maybe another alternative would be a field experience." (the course) I wonder if the group meetings were necessary. It could all have been 1:1 except at the very beginning. It's too much to expect, to have a real seminar at the same time as doing a thesis."

"It's a good exercise-- many of them are idealistic; better to do practical ones, on real problems. Maybe for some people, though, ideal ones are OK. (and) it's good to keep your hand in with writing. Maybe put in a survey of actual library practices in the area, if it is eliminated-- something practical." (the course) What can you say? It's independent-- the supervisor was very cooperative-- a worthwhile project, but my literature chapter was very frustrating. All the (relevant) literature was on certified, accredited libraries. Very interesting."

"Yes (keep it)." (suggested topic) "history of libraries in the area. The course was good."

"Yes, continue it. I liked my own project. It was based on the real needs of a real situation. Am changing my library from a print one to a media center. We go before the Board once a year to explain goals, etc. Course was good."

"Other things could be more useful, though I enjoyed the course myself. The mental discipline was good. I like to do research. It's better to allow those who wish, to take specialization courses. (as to the course) I have a divided feeling. It did me good, especially as someone who has been out of school for a while. It was very hard at the time but now appreciated."

"Yes (keep it)...I had a friend who didn't write one, and a project can do a lot if it's a topic you care about. (in that case) it's not a real burden. It's the only way to show you have really learned from your courses-- put it all together-- interviewing, research, bibliography, writing, etc. It's no problem if you know it." (this person then suggested that we require the inclusion of these aspects in the theses) "The course: I liked the way it was set up-- informal meetings- guest lecturers- also the project itself- it would not have been good to talk every week on your own project- some kind of presentation of the thesis, after completion, might be useful. Possibly have someone from another class talk briefly on their own topic."

"Good idea (keeping it). Course good."

"It was so expensive to get it typed! I enjoyed doing it-- had an interesting topic. If you leave it out, you'd be lowering the professional content (of the program)-- it must stay-- it's important to go through the paces-- it's good self-discipline-- learning how to do it. The course: I felt we could have dispensed with the class sessions and spent it all working on the papers. We were all working (i.e., had jobs) and sessions were unnecessary."

"No, it was the biggest waste of time. Add more courses or practice work, like the intersession. So many courses would have been useful in place of the thesis-- and who ever reads them? (however) I feel my own project was useful. Course: very good: guest speakers."

"I enjoyed doing my project-- but then again, I believe I may have profited more by taking some courses that I could not get into my area. 6-9 credits in lieu of project would be great. I enjoyed the course."

"I don't see why it's necessary. Just one big worry and expense to the student-- you don't gain that much."

"No (don't require it): have (instead) practical work in a library."

"No-- would get far more out of it by taking 2 more courses-- it's not even relevant. I didn't like the course-- it was largely discussion-we had some projects-- the thesis itself was a waste of time-- I had no enthusiasm for it-- I resented it-- it seemed so nonsensical-- you could take 6 hours of practical work instead."

"It should be an option- it was 32 hours, plus a comprehensive exam, plus the thesis when I graduated: too much. We should be able to take an advanced course in an important field instead. Screen the entrants by GRE, interview, etc.: then don't ask too much. In my own case, the thesis was OK. Course: quite interesting."

"Yes. Projects might perhaps be something in which they would work in a library or libraries so they would have some experience. The course: served its purpose."

"no-- take more courses. Perhaps in working with children and/or adults in real situations. Rate the course 6 (10= excellent)-- it bore very little relevance to anything-- took a lot of time and effort."

"Yes-- continue it. It was a big job but you need it. You have to work hard at something for it to be worthwhile. My own paper helped me a great deal-- developing a materials center into a resource center. The course: OK, lots of work."

"Yes, if it contributes to the field, but some were allowed to do some poor things like bibliographies. Must make a contribution, be really research. It's broadening, helps your own culture. The course: very good. Directions were good. I liked my topic-- it was not burdensome."

"No-- instead, put actual working, job practice. I would have resisted it at the time, but looking back would rather have learned, say, Acquisitions-- spend some time there (referring to the College Library)-looking behind the scenes-- seeing librarians really at work."

"I don't know-- mine was helpful-- I did some research on book circulation here --- but some people do very vague things, of little value or interest to themselves. There was too much stress on the format or the formality of the paper. Or do you need to keep it formal for prestige? Status? "

"Some people are gifted to write and some are not. I got so tired and bored with my topic-- it should not be required. Have an extra course instead-- such as reference books in science-- you get involved in only your own little project-- you need to be excited yourself about a project. The course: Well, you live through it. I could have done without it. Prefer additional courses."

"I do not regret the time I spent on it, but the hours could be well-spent in practical library applications."

"Should have alternatives-- project or added courses. It would add room for electives and specialization. I thought it was ridiculous to call it a project. Some of the theses might be more adequate, if not required-- if it were something one was really interested in. It was a fine experience personally because I was allowed to do what I wanted."

"No-- forget it. I'd much rather take 1 or 2 extra courses-- add courses (to the program) on school law, etc., based on interest and need. The course: I did get the chance to do a procedures manual, which was good, but the course was not necessary."

"No-- I didn't learn anything new. For those not already in a library, replace with a supervised experience like student teaching. Even those with experience, have a supervisor go to their job and see if they are applying what they learned. The idea of research in the field could be done with shorter papers-- people should have learned research techniques as undergraduates. (the course) They tried to get in speakers but I missed them. If the course continues, students should actually discuss the current trends or problems that the course is labelled for. Maybe keep the seminar and write shorter papers."

"Didn't mind it at all. Keep it as long as the student is allowed to do what he is interested in, and it is worthwhile. Should make a contribution or service. In many courses, we were allowed to choose topics or projects that would help on our job. But maybe make it optional?"

"It gets you to do the reading and research you would not have done otherwise. You learn more. Concentration in the area... For others, provide an alternative."

"No, it was a job. A lot of the schools have eliminated it. I was in Miami and did a paper on the library as an aid to Cubans-- a bilingual job. Should take 2 extra subjects instead. Many do that. Some give a choice like (gave examples). The course: I didn't like it, could do without it."

"There must be some large requirement, some culmination of learning, yes. Maybe not always a thesis. It can be flexible. Work out alternatives in some cases-- an ordinary research project can be OK without making it a full thesis. For example, bibliographies, are not really theses. I expected real seminars for discussion of philosophy, ethics, problems, legislation, etc.-- current professional trends-- the name of the course is, after all, "Current Trends..." I would like a chance to talk."

"Yes, require it. Good way to culminate the studies-- important part of what I did though I didn't enjoy the project; it tests you. The course was worthwhile."

"It's a good thing if you find a subject you're really interested in. If not, substitute a practicum or student teaching experience. However, should do the latter anyway! The course was interesting and worthwhile. I did a history of a local public library."

"No. I'm not sure what else to do. The thesis is interesting but I'm not sure it really gives anything necessary. I have mixed feelings. Possibly a choice for some people-- those who want to do a project on a really great idea, OK. Otherwise, maybe an exam, or a special area. It makes no difference to success on the job."

"It didn't prove a great deal- No. Could do other things-- take another couple of courses. Could have used the time better."

"No (positively stated). I loved mine, it was interesting, but has no relation to practical work. Could better use an advanced literature course (in order to take all three). Some theses are pretty poor. And Drexel doesn't require it. I would have wanted to really go into the 'current trends' as the catalog indicates."

"It's hard for those students not already employed in a library. If in a job, OK. It's a good idea, generally; didn't hurt. I have a few doubts. The histories are good. The option of a topic is vital. The course & project were good background."

"Yes, absolutely. Many of the students do not show professionalism in the theses (such as bibliographies). Many of them find it insecure-- no external pressure to work on it. Some theses are super-clerical. Should expect a real contribution. Show knowledge of the field-- do a detailed analysis. (for example, on the potential of cable TV) Some set their sights too low-- need to upgrade the concept. There is too much accent on bibliographies, histories, areas where a person can escape doing creative thought, just transcribing. Some history is OK- when they interpret and analyze."

"Yes, limit it to our field. It should be something that contributes. Not because it is easy. Make it a major resource project in some cases. We have to keep ourselves disciplined instead of taking the easy way. I took the course in split times-- Boltz-- a good experience."

"Not as it is run now. No one advisor can handle the load. He can't give each student the detailed supervision needed. Should eliminate, substitute courses. It does not warrant 6 hours. Have no more than 4 to 5 students per advisor. I had an interesting topic-- enjoyed it- there was little guidance due to advisor overload."

"Allow for other kinds of projects- give student a selection- for example an actual project in their own library; do a handbook, or reorganize the materials, or a more efficient way to process materials. Anything where they find a need and could help. Doing it and writing it up in a summary-- not so technical as thesis format."

"I don't know-- it doesn't necessarily cover everything, though it's supposed to show what you have mastered (doubtful)-- sometimes I think a comprehensive exam would be better, or orals, or a combination, or a job test in practice-- so often the thesis is forgotten, once done."

"Eliminate the thesis. I have no desire to read my own or others, and mine was published. I was grateful but doing it under pressure was not worth the time and money. Research ought to be personal, done on your own drive. Substitute a couple more in-depth courses. The course should not have been increased to 6 hours."

"No. Perhaps some type of on the job training would be valuable to some people. The course was interesting. I believe more time could have been spent on how to actually write the thesis, what kind of thesis structure is generally accepted."

"No, absolutely no. The time I spent on it would be better spent in taking 2 more courses. I could have learned more. Have room for more electives."

"The option would be better-- consultation between student and department-- it depends on your specialty. Additional courses should be possible. Many of the theses are not useful-- not just in library science, but all areas. Many not relevant. Pick more topical problems-legislation, censorship, library cooperatives, automation, library orientation-- people are using these, they are things people will refer to. The course- provided adequate background for the writing."

"Good idea-- keep it. I hated doing it but it's important. Should deal with librarianship, original research, not bibliographies. The course is necessary."

"No-- add more courses (instead). The course was fine (personally)."

This question brought out more strong feelings than most. Even many of those who personally enjoyed accomplishing a research project were opposed to requiring this of all. On the other hand were those who saw the requirement as an important part of self-discipline, learning to do something you should do, whether you want to or not. There were not many graduates in the middle.

For most, this was the only contact with research they have ever had, except for minor "term papers." Upon mentioning this fact, then they divide into those who see it as, therefore, a useful thing to have learned, and those who do not see it as a relevant part of real life for a librarian. Undoubtedly, most librarians (and this is probably true of most people in education) spend little or no time on research, so it is true that this is not as directly connected with job skills as some. But I am firmly convinced librarians need to develop the ability to obtain, organize and write about data-- most of them are not very good at it. They need this to help their users, and to do their own jobs better. From time to time, they must submit reports based on personal "research" into the activities of their operation. They may wish to apply for a grant. They may wish to convince the powers that be to give them more space, a bigger budget. They need to know how to write. In this course, they are forced to write, and it is indeed painful for many. We do supply lots of advice and consultation in the process.

I have been accused (perhaps that is too strong a word) of favoring lots of writing only because it comes so easily to me--- implying there should be more sympathy for those who do not write easily. The fact is that writing easily and prolifically did not "come" to me-- I developed it by doing lots of writing. Now I'm prejudiced on the subject.

Suggestions by the graduates included offering each student the choice whether to write a thesis or take two extra courses (or some other option: maybe a field experience, an internship, a work project). The problem with such a choice is that all the odds are loaded against the thesis. The student perceives "two more courses" as a succession of merely meeting classes and doing small things, the kind of activity he has already been doing fairly successfully for 17 years. On the contrary, "doing a thesis" is perceived as one big mountain to get over. Who would be surprised that where such choices are offered, the overwhelming choice is for the option?

When I "teach" this course, I find the first few weeks are mainly spent in very careful personal guidance, in which a major part is repeated assurance that "yes, you can do it; it's not really one big hurdle: you break it up into a lot of little ones and take them one at a time, and-- take my word for it-- one day you'll be surprised to see it all falling together." The real pleasure felt by most students when they do see this happening-- when they realize they have accomplished a large research project-- is one reason I like this course.

Note in so many comments the thought that the theses must be real, must be down to earth, must be practical. Librarians are deeply committed to doing a good job on the job, right now, today. This is no mere thread that runs through these interviews-- it is a veritable marine hawser. "Teach me what I can use, every day." In some cases this extends to suggesting that an acceptable project ought to be an informal report on a work problem-- such as reorganizing or reclassifying one's own library.

The impression may have been created that present requirements are rather rigid. They are not. Students do have free choice of a topic, as long as it is in librarianship. There have been papers turned in that were practical reports on a job project. One was a card index. There have been some done in the form of audiovisuals. One of the things we emphasize is that the topic chosen must be one the student really cares about. Too often the student is not familiar enough with research or the profession to think of one.

As with other courses, we have two distinct groups of persons here: those already in library work, who are obtaining formal education to get the degree that will certify they can do the job, and those new to the field. They need different handling, and in this course they need different kinds of projects. In so doing, however, we need to enforce proper standards of quality, regardless of format-- some feel we have not. Personally I am still very strong on requiring this course-- with its flexibility-- and look to the strengths.

APPENDICES

This final section of the report contains seven individual sections, with colors varied to provide convenient finding.

My problem was not in compiling the material for this final section, but in deciding what to omit. For example, at one time I seriously considered including the new certification standards of the State of New Jersey for "educational media specialist", formerly school librarian. The relevance of such a section would be in showing how the judgments of those in Trenton, as to necessary and desirable subjects to be covered in the curriculum, compared with the opinions of our graduates. My final decision against this went on a minor point (because already evenly balanced): the fact that we had no copy of the certification standards suitable for copying on photo-offset; it would have had to be re-typed.

Several parts of our departmental reports prepared for the NASDTEC evaluation, evaluation of graduate programs by the State and by consultants, and the upcoming NCATE evaluation were tempting, but I realized opening the door would lead to inclusion of many such sections, and I was already working against a tight deadline. The interested reader can obtain these reports separately.

This section has been written at times varying from very early in the project, to very near the end. The style, therefore, may be uneven.

	Individual Number of Pages		Whole Number of Pages
contents (these pages)............	1-2		1-2
General comments by the graduates... (comments not easily placed in specific sections, or submitted separately)	1-12	BUFF	3-14
Previous surveys................... (results of two surveys of our graduates made earlier, by mail only)	1-24	PINK	15-38
Survey of public library directors......................	1-6	YELLOW	39-44

(continued)

Literature......................... (annotations of a few selected items that were found useful or interesting)	1-6	BLUE	45-50
Survey of other library schools.... (results of a letter to all ALA-accredited schools asking if they had performed any similar studies)	1-10	GREEN	51-60
Unions, school libraries, and collective bargaining.......... (reprint of a paper by two AFT librarians in New York listing issues relating to school libraries, settled by union negotations)	1-10	WHITE	61-70
School and public librarianship.... (the official description of our tracks, programs and course requirements)	1-4	WHITE	71-74

General Comments by Graduates

In this section are the comments that did not seem to fit in any of the designated categories, or which were received after the designated section had been written up, generally via personal letters or postcards. Another reason for material to be here is that occasionally the graduate spontaneously supplied the answer to a question I had not yet asked, and while I usually found the proper place in the questionnaire form to insert this response, in a few cases I failed to do so, leaving the response un-noted in its proper place. It will thus be seen that this section is a catch-all one, not possible to index or label.

Also: because of the sheer amount of interview material and letters, it is possible that I will repeat material here that has already been given within a specific category, though I have tried to avoid this. Note that there is not necessarily duplication when an identical phrase is used, however; there were some graduates who responded to questions by saying "My answer to that is the same as to the previous one," or to that effect.

"I started at Drexel and wasn't happy with their program- it seemed more aimed at college & university, or special, libraries."

"I feel most schools pay lip service to media...books are preferred...use of resources is always concentrated in a few people and programs."

"There should be some material on curriculum for those going into school libraries- you are really a curriculum resource person- you have to keep ahead of curriculum and have the materials."

"I never had experience except in my own library- would have wanted to work for a while in another library under another professional. Once I took a professional day and visited another library; it was very useful."

"I let students borrow reference books overnight." (HS)

"I have no difficulty separating experience from school. The previous librarian gave me no help in the transition- told me nothing about my responsibilities- so I had to depend entirely on my GSC courses. She didn't tell me the Baker & Taylor order No., or that I am responsible for maintenance of the building, etc." (public library)

"I have a girl working for me now who is taking courses at Glassboro named _____ - she's excellent."

"My teachers (at GSC) were not rigid or regimentized- they emphasized service to the patron, not too much precision technically."

"Circulation has increased greatly- I have had some problems with being so much younger than the previous librarian- I want to use everything I learned at Glassboro."

"Glassboro has a nice library to work with as a laboratory- great to work with, especially reference. Now I'm working to build up my own reference collection as a result."

"The faculty all seemed so enthused."

"There was more stress on information retrieval than was necessary- that course was a lovely subject but too much for one course and never used (here) on the job."

"Upgrade the program- let the students work harder- don't be satisfied with half-hearted work on assignments- students pass the word around, who's easy- they will later really appreciate the hard one."

"I watch courses of study very closely to keep up with changes- I send interesting things to dept. heads."

"Glassboro didn't stress administration enough."

"I used to give book talks- I still do on science-fiction; am very involved in that."

"I don't have enough time to work with students- they need reference help- I do work with the teachers quite a bit- would like to work more individually."

"I'm president of our county library association, a new group. We feel isolated here- we're neither North nor South."

"Include how to plan library growth, how to work with boards; cataloging of AV was excellent; how to justify your budget, what areas and why they are important, what to look for; I learned a lot from going through evaluation- we got microfilm as a result." (High school)

"I was instilled with a good outlook on the profession- on what was expected of me on the job, the purpose of librarians today, how things are changing. The faculty were up to date, aware of changes in the field. My working as a graduate assistant in the college library was a great help; I saw how people work- especially in Periodicals! I enjoyed the precision of the work, the way things were done conscientiously and exacting. Much bookwork is involved which people don't realize. A very good field- you're allowed to do what you were taught to do- but too much effort goes into discipline."

"One of the advantages of Glassboro's program- we were exposed to the real world- the instructors told you what the real world is like."

"Glassboro's situation value- it's small- instructors gave the impression of caring a great deal- not typical of all colleges. You need an alumni group. I am in Rutgers' 6th-year program now; it's big and impersonal. Glassboro could build a tight, active alumni group." (I promised to take this up with the department, which I have.)

"Overall, it was a very pleasant experience. The faculty were very objective, they had the experience. It was more than just teaching experience, but rather a working one. They all joined in making it practical- both faculty and students. I have had no disappointments on the job- a realistic picture had been presented. I finished the curriculum without the idea I was supreme or God's gift to the world-- have found some graduates (of other schools) who do think too much of themselves."

"If graduates could get together on an informal basis, I think it would strengthen an already nice educational experience."

"You should expand the courses- more depth- especially in administration, and especially Personnel in that. So much of your job consists of dealing with people; many librarians need this badly." (This was one of the persons with extensive ideas for lengthening the program, which might well make it into a two-year duration.)

"I take a teaching day to go over new books with teachers. One principal is always against me." (implied he disliked such sessions)

"I'd like to see the level of the students raised, and you should demand more of them- not physically, but stretching one's judgment. Make the GSC degree mean something significant."

"The local PTA doesn't even include us in their budget or concerns- it is not interested in or aware of the library- it's an indication of the type of people- they have problems, don't read, have it hard to survive economically."

"My duties include supplying the Xerox copier, maintaining 7th grade study halls, issuing tickets for Federal lunch program, repairing library books and textbooks, maintaining the school scrapbook, distributing the morning newspaper to staff, set up the room for school board meetings, pack up and return materials ordered on approval." (high school)

"Administrators feel the library should be filled with warm bodies no matter what their purpose for being there. Guidance Director sends study hall students to the library on "permanent passes" to be added to my "study hall" even when no study hall is scheduled in the library."

"We all felt well-prepared when we left, even with just 18 hours. I took one course at Drexel after the Glassboro 18 hours and it turned out to be identical to my senior course at GSC- the same textbook, etc."

"Excellent- I have nothing to criticize- veryhappy to hear there's now more AV. This was my first job- I started in summer at an office before the school was even completed- had to step right in with only 18 hours- had fine preparation."

"Problem with study halls in the library- there's no other place for the kids- we're badly overcrowded- sometimes 2 classes plus study hall and users."

"I feel contact with the school (GSC) is very helpful, such as this project of yours. Have had phone calls to tell of services. Keep (the graduates) together- we need to go back and be able to get help on problems."

"The civil service test- taken by ______ here- had an item on it about a "tickler" and none of us knew what it was." (I gave this librarian an explanation.)

"Overall, I got a lot out of it- the main need is personal skills, not technical ones. Also, public library work requires more in special areas, such as science, business, and law.- we could use more education later in this."

"We were so absorbed in meeting the Jan.1., 1972 deadline (on changes in State standards) that I learned it all very quickly and intensively." (was in the program and working)

"I meet with the public library trustees as representative of the schools- appointed to this by the supt.of schools- so there is good liaison- it works out very well- also there is a high school student member." (middle school librarian)

"The county supt. of schools is encouraging formation of a county school librarians group- his office is sending out meeting notices for Tri-County Library Assoc.-" (the county group was formed and meets about every 2 months during the school year, at 4 PM. The meeting places are rotated to give everyone a look at other school libraries; the host(ess) librarian serves coffee/tea/cakes. There is no formal organization- officers, bylaws, etc., or minutes; each meeting takes up several specific practical problems of real concern to the members-- advice is exchanged. The State Library sends one or two representatives and the present writer always attends for the Library Education dept.; most of the members of the group are graduates of our program.)

"I feel most of my time is spent in clerical work." (grades 6-8)

"I was not consulted on construction. Have no official job description. No parking space assigned (others do). No contract as librarian- contract reads (English teacher.' ".

"I'm trying to develop the media collection- but the budget was cut. Boltz waived some courses for me so I could take some extramedia courses."

"The college library hours (were a problem). When I was there, they were often closed on weekends when I needed to use the (materials). Especially since they were giving us heavy reference work (assignments)- it may be OK now but it was too short then."

"I want to set up a teacher resource center in the district- have already started discussions on it."

"Glassboro should lobby against the civil service test- it had no relevance to my work. The test was multiple choice, and subjective- more suited to the small public library- and to an oral or essay test." (every person I know who has taken the state's civil service test for librarians says it is far from reality, asking about "trivia" points and neglecting real skills.)

"I got through because I was a graduate assistant, and learned real techniques."

"Nothing major I didn't like. Practical work, applying the theories. (Students) should expand and open their minds- a chance to grow- there's so much to learn- teach the student to self-educate, grow up, handle responsibility- you can help in this. You can always pick up specific things later, like knowledge of reference books. Profs should give you their own philosophy- help you to air discussions- not too much, but with some structure. You can learn in 6 weeks to apply the knowledge- don't drag it out, no pressure. Have an evaluative thing at the end- discuss problems- ask student if she is getting what she expected- confer with the cooperating librarian on accomplishments."

"I made up a list of filmstrips for teachers, but they still ask for topics. I was very well prepared to do reference work. Really feel they covered everything at GSC. I have had to weed considerably- many older books are no longer appropriate. Had 6 aides this year to read shelves- it was not successful. The PTA president offered volunteers but they didn't come on time or not at all."

"Until last year I had 5 libraries- now just three (elementary)/ All but one is in the basement. Got a mini-grant last fall; purchased a dry-mount press, tape recorder, 100 tapes, film. Took an EIC course in how to apply for minigrants. I have "happenings" once in a while, such as for National Library Week; films, slides, etc., prizes, at my own expense. Children are allowed in once a week, with their classes, but rarely are given passes to come individually. A real problem with teaching principals (of the old school)- you have to be diplomatic and understand."

"It was pressure from parents that got the libraries started here- no elementary libraries at all until 4 years ago. When I came here, I found mostly books collected by PTA's (from people's attics, etc.). There are two other librarians in the school system, both also Glassboro grads. I let the kids evaluate the collection- ask what they feel is needed." (elementary)

"Principals, administrators, etc. should have courses in what libraries are supposed to be and do. It's the main problem- but not their fault. So they need to know. I find myself defending things like a temporarily empty library."

"One thing griped me- classes were cancelled when I came some distance, and didn't know beforehand- not just library ed. but all departments."

"I liked the whole program- all of it. It prepared me very well for exactly what I'm doing. People from other schools seem to come out snobs." (in charge of public library branch)

"We handle all school textbooks through the library- receive, process, inventory them."

"A very good program- I would not hesitate to recommend it- would have reservations about sending people to Drexel: they are not oriented to education, too abstract, of little practical value on the job; it was not a very positive experience there. Penn (on the other hand) is very positive." (this librarian has taken courses at both Drexel and Penn as well as completing our program; has received a master's in ed.media from Penn since leaving Glassboro)

"The program should grow more- it's needed. Effect of libraries on schools- the State is negligent in not helping it to grow." (this was followed by a discussion of T & E, as this librarian is very well informed in library development)

"I think GSC should offer library science refresher courses free to those who have not obtained jobs. Please let me know." (this graduate is still a teacher in the same district as employed when in library school, and has complained of being twice bypassed when the district went outside to hire librarians.)

"Very good to work here but the program is not satisfactory. Scheduled classes come in to give teachers the period off- I can't teach library skills all year. Too much as a baby-sitter. I have so told the administration, and a consultant has so recommended."

"My employer doesn't believe my degree is in library science because it doesn't say so on the diploma." (requested a letter stating the M.A.is really in librarianship.)

"People in the courses ought to get part-time jobs in some kind of library- it would make the courses clearer- especially the younger ones." (refers to those who take the program without library experience)

"Library orientations: I learned this very well, giving reports in front of a class- feel this was very valuable- you need this experience." (this graduate tended to be less outgoing than many, and seems to feel the requirements, in many courses, of speaking to the class was a help.)

"I'd like to come in and talk to your (present) classes myself- think it's great to talk to the older graduates when you are a young student." (We often have practicing librarians come in and talk to the thesis seminar group)

"GSC grads are easier to work with- they're not as formal- others seem over-impressed with their degrees."

"Dealing with volunteers is very sticky sometimes- they feel possessive- the librarian needs their coverage."

"The elementary school librarians of the three districts that feed in to the ______ regional high school get together once in a while to discuss problems."

"I just hope my answers will help you with your endeavor."

"Demands- you need to require much of the students, as Miss Sellers does."

"They never pointed out to us, a journal in media. I don't recall that the media course brought out what tools are available for help."

"Librarians should get their education at several places- it's vital to get away for meetings, etc.- management should encourage it. Mine does."

"Children in grades 1 and 2 borrow books, take them back to classroom, and fill out cards there. I have story hour for them, displays, travel things. I schedule everyone for orientation at the start of the year."

"I feel strongly about teaching experience being necessary for a school librarian, also something like student teaching for librarians- visiting various types of school libraries- all kinds."

"Too much volume to the work- not enough time for you to explore avenues, discuss. The library field is not so complex. It just covers so much, it's impossible to take it all in. You can't know all aspects, you must limit yourself- what you can handle. If I left this field to go into a public library, I'd need more courses. People must be able to aim at specific fields."

"I was led to believe there was no problem with the teaching certificate- I still don't have it- the 12 hours were not sufficient."

"There were gripes, sure, but it's better looking back; a very open, warm atmosphere- I felt welcome to question and raise problems."

"Courses as a whole were excellent- I enjoyed taking them."

"Local high school and junior high school students- the schedule for academic kids is so full, they can't get in to the library. They have no free periods, no study halls. They can't get a library pass to go in. Only the homeroom period is open; the only use of the library is by classes (non-academic)."

"I was just finishing the 18-hour program when the graduate program started."

"GSC is still geared toward school libraries- if you are teaching for public libraries it doesn't relate as much- it's always on school applications." (this person graduated some years ago and we believe this is no longer the case.)

"I learned something worthwhile and usable in every course I took, and received the basic preparation to meet most library jobs."

"Monday, I will start on my second ten-month contract with the ______ schools as media center director for the senior high school. Ours is an open space school comprised of four pods housing approximately 1200 students. The attractive library or media center occupies ½ pod of this learning community which endeavors to follow guidelines suggested by the Kettering Foundation IDEA; but they are not always workable. My predecessor was with the school system of this small town, now grown to 18,000, for 37 years, so I am the second librarian: working with a secretary, an AV engineer, an aide in charge of the floor, doors, desk volunteers, and overdues, and two part-time workers who handle all the textbooks. We repair all books ourselves and process new purchases except those for which we can get kits or cards through Baker & Taylor or Josten's. I am on the floor as a reference librarian a great deal of the time, as requested by the State examiner, rather than as a monitor. Our library houses 100 students and is used by the teachers as a classroom when research is assigned, so it is a busy as well as a chatty place when three classes are in session plus students from the commons, who wander in...." (continued on next page) (this is from a long letter written to me by an out-of-state graduate)

".....I have a backlog of about 100 books to catalog, for which no cards are available from L.C. or Josten's, and over 100 AV kits. Fortunately, I have trained the secretary to type the cards and process the books. We operate a paperback book store, in addition to selling books for the teachers for class use. Our AV equipment is housed in an inadequate oversized closet and we have no space for production, a problem which must be faced as we are preparing for the _____ evaluation next April. This job is a far cry from the one at _______"- (this graduate first worked as librarian at a South Jersey school, before leaving the State with her husband)- "where librarianship meant keeping students quiet. Open space, with sight barriers only, is not for everyone, of course. All movies, sound filmstrip projections must be shown in the areas connecting the pods in order not to disturb the class areas. No passes are required except when a student is sent from class. Special supervisors oversee the commons, which serves as cafeteria and study hall, but where socializing is permitted. Teachers have 5 classes and one free period for preparation, when I can catch them for recommendations regarding new books or AV materials. Our budget for magazines, software, and books is based on $6 a student this year. The principal signs all orders, which I type, and we try to get them all placed between April and November, when the school clerk closes the books. Some schools may only order once a year, which means most material is old by thetime it can be added to the collection and made available for use. I wish you could visit this newer concept school, but it is about _____ miles from Glassboro! It is far from perfect, because it is run and influenced by people with different ideas, but my work is always interesting. Every school and library I have visited has its own system, so I wish I had been exposed to more as a library student, for I could have used some practical training on a college assignment before undertaking a fulltime job. I could have used more cataloging experience, but follow what is already in the card file, use the abridged Dewey and Sears 10th available, and with a collection under 8,000 still, no book is lost for long, except those which are not checked out, but climb into someone's pocket! ________ High School has a format for 9-week minicourses which lean heavily on paperback texts, modern writing, periodicals. The classics, standard fiction, certain areas of history, biography, language, travel move seldom. Many students are non-readers in this farming area south of ______ (a large city), except for Hot Rod magazine; but as you know, we'll keep trying. I feel like a jack of all trades, master of none, and can not find time to do all there is to be done when confronted by hundreds of magazines and catalogs, with thousands of learning resources to be evaluated and analyzed, and some material is outdated before it even gets on the shelves. After reading the foregoing pages of this letter, I owe you an apology for poorly constructed sentences and garbled thoughts. Nevertheless, as a school librarian, one thing stands out in my mind as an

"...essential: teacher rapport and their familiarity with the library collection. Books and other materials gather dust on the shelves unless assignments guide students to their contents. With a limited budget, my book selection policy is based on requests from the faculty and students to support class texts or provide necessary course material for "Indians of North America," as an example. Leisure reading interests are often met by the paperbacks we stock for purchase at a discount and which we often process in a hurry to become a part of the school collection as well. They hold up quite well for a number of readings, are preferred to hard backs, and though easier to pilfer, represent a far smaller loss. I work closely with the Junior High School librarian, since the 9th grade budget is considered a part of the senior high. A coordinator for the 5 elementary school libraries, staffed by aides, has been added this year. I hope to work with her in developing methods common to all the schools. So far in the school system, none of us is involved in curriculum planning, but we endeavor to work closely with the staff to ascertain and meet their needs within the budgets, trying to be fair to all departments. Since the school is only 2 years old we have a long way to go to meet some standards, but the current trend seems to be studying the NOW things, such as: abortion, child abuse, death, crime, comedy, body language, rock stars, TV and radio personalities, current history and issues, which still include Darwin's theory of evolution vs. the biblical interpretation of man's beginning in our town. We feed the vertical file daily with newspaper clippings and expendable magazine articles and subscribed to Facts on File to supplement the Editorial Research Reports et al.
I hope to write up a procedure manual, but we are still changing and trying different ideas. It would have been helpful to have training in how to prepare one at Glassboro. Also helpful would have been demonstrations of how to best introduce students to library use quickly and effectively. In review, however, I can honestly say I learned something worthwhile and usable in every course I took and received the basic preparation to meet most library jobs where the actual learning takes place. My problem is that I want to know a lot more about every facet of librarianship, but there is not enough time or opportunity. As it is, I am grateful to be accepted and able to serve.
I am often reminded of the Library Education Department and various members of its staff to whom I am indebted for my training and interest. I read where Ms.Houlroyd retired and I hope Mr.Tubio is enjoying his new job outside the teaching profession. I learned a great deal from him about handling new knowledge. Miss Sellers courses were excellent and have proved invaluable, while Mr.Boltz inspired us to be librarians, pointing the way. The time I spent on my master's thesis I do not regret, nor my association with you"-- (here she refers to my having been her advisor on the thesis) -- "but if Glassboro is ever promoted from an M.A. to an M.L.S. those course hours could be well spent on practical library applications as at Rutgers or Drexel." (continued)

"I am certified in the State of _____ on a 4-year provisional basis in educational media. My salary this year with the extra time is $10,400. I hope I can prove myself, so that my contract will be renewed next year as well. I am affiliated with the ______ (mentions state and county professional groups) and NEA, ALA, AASL. The mail of a librarian is staggering! It's time to sign off as in our school radio station. I am still trying to work on (a research project)... My kindest regards and best wishes to you and your co-workers. If I can be of any further assistance regarding procedures or whatever, will do. Sincerely,...."
(as indicated on an earlier page, this graduate sent in a very long letter instead of responding to the questionnaire; the questionnaire was mailed to all out of state graduates)

"Please notify the graduates when your final report is available."

"Librarians should have greater appreciation for and place more reliance on their paraprofessionals and aides- not sufficiently appreciated how vital they are. --- You should use people who are familiar with junior colleges to teach administration for librarians going into it."

"Excellent idea to have internship or field work...fine chance to work along with a professional."

"Intern work is vital. Children's librarians should take non-library courses too- psychology, human relations. A great deal of reference work (for example) is psychology- getting things out of people."

"Spring, fall, summer: there was always something to take that was suitable. Mr.Boltz advised me of the best sequence. Much personal interest, excellent, by all."

"Many courses are not taught very dynamically- we tend to relax and slack off too much. Not really challenging to your intelligence- too much to memorize. 'Here I am in graduate school and there is no real challenge.' "

"Vocational schools- no discipline problems- a very strong administration- I have great plans to make my own media and build my own collection for the curriculum."

"As people, the faculty were wonderful- very nice, warm, willing to help."

"Some library school students have been here to use the materials. I found that one of them (graduate level) didn't know that the Reader's Guide was. Couldn't beginning students get a basic orientation to materials? They have all sorts of different backgrounds." (public library director)

"Well-satisfied here but we could do better- are on split sessions- rigid scheduling- cannot make good use of time- younger children especially have no time (for library use)- classes are in frequently- sophomores doing term papers- not getting the use it should."

"Should require to complete it in fewer years- it took me 4 or 5 years- you should limit it to 3. Too much stretching is not good."

"Library instruction is a problem- I'm fully scheduled- 4 classes daily- I have to give them written work to prove there is a need for a professional- need to build up position in the community."

"Very happy to have you visit- appreciate it." (requested my advice on several specific things)

"Glassboro must be selective in choosing students- not all will be good professionals- for example, there should not be a double standard of technical vs. public services. Need broad intellectual understanding of librarianship. Select, screen on the basis of likelihood of success. College should screen before admission and during courses- on willingness to help people, intellect."

"The local board is going to spend $40,000 on building their own film library, not satisfied with the county service... "

"GSC was a pleasant experience."

"Feel quite satisfied with the program- it was excellent- I like the contacts I made.-- I was an office manager before going into library work- am setting up a new system in the library here- unique to libraries- copies of on-order items, on the shelves- can tell what's processed, awaited, etc., all in one file- I was able to design it from scratch."

"Discovered my budget had been cut due to economies- no newspapers, books, etc.- they didn't tell me."

"New superintendent came in and asked me, what subject area had the heaviest emphasis, and why; what was lowest, and why; so I needed time to think it over. He then asked what I thought I should do about it-- just before my tenure contract!"

"I never took Literature of Science because, the way Mrs.______ described the way you teach it, I wouldn't like it."

"Was very well prepared at GSC- maybe one more course in library aides, more in media- more media cataloging- require it."

"Need more on Government Docs. Coverage of VF was very good."

"Paperbacks were covered very little in courses, but are being bought more and more by libraries- especially in fiction."

"I learned a great deal from going into other libraries- ask questions, look in their catalogs, talk to other librarians-"

PREVIOUS SURVEYS

Before the present project (visiting graduates while on sabbatical leave) I surveyed our master's graduates twice by mail. These were official departmental projects, and funds were available to enclose postpaid return envelopes.

The first survey was one of my first activities upon joining the department in the fall of 1972. Questionnaires were mailed in that November and December, requesting a very prompt reply as we needed the results for conferences with the college administration on our application for ALA accreditation. My report, though dated January 1973, was actually completed during the Christmas vacation and used as intended. Originally, I had intended to survey also those who had taken our undergraduate 18-hour Teacher-Librarian certification program, but we discovered the college records were kept only by major field. Most of our undergraduates major in fields like English or social studies, and thus are they known in the official files. (More recently, the computer center has begun compilation of a data base that will permit retrieval of those who took any single course, but budget problems have prevented this from being made retroactive.) In the present report, I am reproducing key sections of that January 1973 report for purposes of comparison. One table is different: when graduates were asked how satisfied they now are with the Library Science education they obtained here, the original report of course listed only their responses to that one survey. Data are now available for all three surveys, showing replies made to exactly the same question, and it would be odd not to show all of these together.

The second survey was intended to update the first one. It was planned in the winter of 1973-74 and the questionnaires actually mailed in March and April of 1974. Responses came in throughout April and May. I intended that this survey assist in documenting the value of our program as it was to be evaluated by external consultants. Frequent interim reports were made to department members on the results, as the returned surveys accumulated, during the spring and early summer. However, a final report was never prepared, as by that time I had applied for sabbatical leave and was planning to undertake the more ambitious project of personal visits.

Both surveys were mailed to all master's graduates for whom we had addresses. (in some cases, graduates have moved, and their forwarding notices to their local postoffices have expired.) Respondents were asked not to identify themselves, though many did so and apparently found this no barrier to expressing frank opinions. In the personal-visit survey, naturally there was no anonymity, and it is surprising that overall proportions of expressed satisfaction are almost identical on the three surveys. "Everybody knows" that people will hesitate to be negative in person. Tain't necessarily so.

Both surveys showed that few of our graduates go to North Jersey, most likely because most graduate students are already established in a community, with a family; they attend library school in the evening and they attend the one that is physically reachable: in North Jersey, Rutgers; in South Jersey, Glassboro. After they finish a graduate program, most of them remain in the same general area.

We were pleased to note the high proportion who expressed high degrees of satisfaction with our program, but were puzzled by a pattern, repeated in the second survey, of variation by year of graduation. Those who graduated early in the program, AND in the most recent years, were much more likely to be "completely satisfied" than those who graduated in the middle years. Was this merely an accidental statistical artifact; had the program changed during those years; or perhaps had the intake of students changed? The question is still unsettled.

(Excerpts from the First Survey)

> Graduates of the Library Science Master's Degree Program at Glassboro State College: present positions, locations, and opinions regarding the GSC program. Compiled by Rinehart S. Potts, Assistant Professor II, Library Education Dept. January 1973. (26p.)

"The present survey has been conducted hurriedly to meet a deadline, and thus needs the better organization it will receive when repeated with revisions. A little over 100 questionnaires were mailed.... Of these, 65 were returned almost immediately-- i.e., within two weeks. Another 9 came in by January 12th...."

(a tabulation of the towns where the graduates were located showed five out of State, three or four in North Jersey, and the rest in some 41 South Jersey communities, scattered widely in all the 8 counties.)

(Next appeared two tables, giving degrees of satisfaction with the program by year of graduation, and by type of library position. As already indicated, instead of reproducing that table, or the similar data in the Second Survey, I have combined all three surveys in one pair of tables, to facilitate comparisons. These two tables appear on pages following. My original commentary on these tables included pointing out that a good number of our graduates were in positions for which we had not explicitly prepared them, such as college libraries. This was taken to indicate evidence for the proposition that there is a large common core of material in "librarianship", applicable to all library areas. I also commented that the actual instruction here at Glassboro obviously was both general and practical enough to give the graduates much flexibility, though perhaps some credit should have been given to the graduates themselves.)

(comments continue between and/or after the tables)

"In general, how satisfied are you with the Library Science education you received at Glassboro?"

Year graduated from GSC master's program in L.S.	COMPLETELY			MAINLY			MODERATELY			LITTLE			NOT AT ALL			TOTALS		
	A*	B*	C*	A*	B*	C*	A*	B*	C*	A*	B*	C*	A*	B*	C*	A*	B*	C*
1969	3	4	2	1	4	2	1									5	8	4
1970	2	2	2	12	12	12	3	2	2							17	16	16
1971	5	3	2	16	10	7	1		1	1		1				23	13	11
1972	7	2	3	20	17	11		1	2							27	20	16
1973		11	8		14	6		1								2	26	14
1974			2		2	10		2	1							-	4	13
1975									1							-	-	1
not reported	1			1												2	0	0
TOTALS	18	22	19	50	59	48	5	6	7	1	0	1	0	0	0	74	87	75
percentages of total samples	24	25	25	68	68	64%	7%	7%	9%	1%	0	1%	0	0	0	100	100	100%

*note: columns headed "A" reflect opinions expressed in the mail survey of November-December, 1972. Columns headed "B" are from the mail survey of April 1974. Columns headed "C" are opinions expressed to the author during personal visits over the period November 1974 to March 1975. (A few of the latter were returned by mail.) Columns "A" and "B" were anonymous, unsigned.

"In general, how satisfied are you with the Library Science education you received at Glassboro?"

Library type where now employed	COMPLETELY			MAINLY			MODERATELY			LITTLE			NOT AT ALL			TOTALS		
	A*	B*	C*	A*	B*	C*	A*	B*	C*	A*	B*	C*	A*	B*	C*	A*	B*	C*
public,county,State	3	3	2	8	12	14	3	1	2	1						15	16	18
College	2	3	4	6	4	5	1									9	7	9
high schools	3	4	3	10	13	13	1	1								14	18	16
middle,junior h.s.	1	1	4	2	4	8										3	5	12
elementary school	3	8	6	20	20	8		2	3							23	30	17
audiovisual				1												1		
elementary teacher	2	1		1	1			1				1				3	3	1
clergyman	1															1		
homemaker	2	2		1	4			1	2							3	7	2
not reported	1															1		
hospital				1												1		
retired					1												1	
TOTALS	18	22	19	50	59	48	5	6	7	1		1				74	87	75
percentages	24	25	25	68	68	64	7	7	9	1		1				100	100	100%

*note: column "A" contains unsigned opinions from the mail survey of November-December 1972. Column "B" is from a similar survey in April 1974. Column "C" contains opinions expressed personally to the author over the period November 1974 to March 1975.

Continuing excerpts from, and comments upon, the First Survey---

Graduates were noted as expressing reactions to the program which were "warm, enthusiastic, and with much interest shown in returning for refresher or specialized courses. Any profession needs to keep up to date, but some fail to do so. It is a pleasure to see how our graduates are aware of the need."

There followed a tabulation of replies to the question: what jobs had the person held since graduating from Glassboro, other than the present one? Over 80% were shown to have held no other position than the present one. Some, at least, of the other persons were known to have remained briefly in a former position after graduation while deciding what to do or where to go, with the new degree, so the actual proportion of those leaving one master's-level position for another was very low. A low rate of turnover is not necessarily a favorable indicator--- it can mean only that jobs are hard to get, or that the job-holders are not competent enough to obtain other positions. Of course the usual interpretation is that both employer and employee are pretty well satisfied with each other, and that low turnover means a good working situation.

Next, respondents had been asked which library science courses they had found most useful, or least useful. Three groups of courses got strong endorsements here: library administration, reference and bibliography, and book selection for elementary schools/children's literature. These were felt to be "most useful" in almost equal numbers. Following these came book selection for secondary schools, and cataloging. The latter received more positive "votes" than any other course, but also a number of negative ones (27 "most useful" and 7 "least useful") so the cataloging courses obviously aroused some ambivalencies.

Courses which had roughly equal numbers of "most useful" and "least useful" evaluations included literature for young adults, the thesis seminar, literature of the behavioral sciences, and literature of the humanities. In no case did any of these receive any large number of "votes", which would seem to indicate most graduates had no strong feelings either way.

Arousing many more "least useful" than "most useful" reactions were: the audiovisual media courses; literature of the sciences; introduction to automation and information retrieval; and history of books and libraries. Comments were to the effect that the media courses were not practical enough; the science course was aimed at those who might go to a specialized library, not the typical Glassboro graduate; and the latter two were all right, but just not relevant to actual work in small school and public libraries. As on later surveys, no one was prepared to urge dropping any of these: they wanted more and better media courses; the science material geared more to small library needs; and both automation and history continued because they were seen to be important areas professionally.

Getting more specific on graduates' opinions of courses, their evaluation that administration was most useful turned out to be based on the fact that most of them were quickly given administrative responsibilities they had not anticipated. By far the greatest number of our graduates go immediately into positions where they are in charge of a library, generally in a school. If the librarian is surprised at this, and at the administrative duties involved, other comments state that the school principal is often surprised too. As will be noted in the Second Survey, and in the sabbatical project, most school administrators still think librarians wield a rubber stamp, checking books out-- and that's about it. It is this problem area that has our graduates wanting to return for more administrative study--- in personnel, budgets, and the handling of relations with superiors.

Earlier, it was noted that reference and bibliography were among the courses felt to be most useful. The First Survey notes that this conceals different reactions by two different groups. Those in the elementary schools tended to rate cataloging as most useful--- it was those in the secondary schools, public libraries, and colleges who boosted the usefulness of reference/bibliography. The elementary school librarians may have been seeking, in the cataloging courses, more help in coping with the paperwork flood that every librarian experiences. (see administration, above)

The course on history of books and libraries was frequently enjoyed by graduates, but as noted before it was the one deemed least useful. The report on the First Survey pointed out that part of being a professional in any field is the consciousness of the historical aspect--- where the profession originated, what needs it satisfied, how it has evolved, and what trends and people have been important. Undoubtedly it must remain a part of the curriculum.

Respondents to the First Survey were also asked what courses outside librarianship they found most useful and least useful. Here there was no consensus. A great number of courses are listed under both headings. We learned very little from this question. Library students "can come from most any undergraduate curriculum" and thus have little in common. The First Survey report discussed the fact that there are both positive and negative factors in this varied background.

I also asked "What was not covered in your Library Science work at GSC, that you now wish had been included?" Similar questions were on the Second Survey and in the sabbatical interviews, so we have the basis for comparisons--- except that the data are so scattered, it would require an entire paper to analyze and compare. On the First Survey, over 70 items were listed. No one of these was mentioned by more than 8 of the respondents. Some of them pointed out that they knew something was covered in the curriculum, but their choice of courses resulted in missing it. Some were not sure at all whether the desired area was covered anywhere; others were sure it was not.

Perhaps the chief problem in using the list of items is to decide how to group them. In this case, as in the original report on the First Survey, I will let the reader do this for himself. In a few cases, the items were so nearly identical that they were grouped--the number after the item shows how many times it occurred. The reader must also bear in mind that this Survey was made at the end of 1972, and the curriculum has changed since then. The 74 people in the First Survey, then, gave the following as items they wished had been included in their courses:

More on the Library of Congress system (8)
More A/V work (8)
Actual work experience (7)
Teaching library skills, grades K-6 (7)
More cataloging, especially of AV materials and realia (6)
Administration and management (6)
AV hardware (6)
(none) (5)
Information storage and retrieval (3)
New trends in library field (3)
More thorough in-depth bibliography and reference course (2)
Making transparencies, mounting pictures, etc. (2)
Setting up a card catalog and filing by ALA rules (2)
Budgeting and allocation of funds (2)
Public relations-- librarian and teachers (2)
Library law (2)
Community relations (2)
Organization of AV materials (2)
Programs for children (2)
More practical work on day-to-day problems (2)
Public library systems in depth
Planning in-service programs
Processing of books
Setting up a new school library
Repair and maintenance of books
building planning
Dealing with trustees and library friends
Exchange of ideas between students-- how problems on the job are handled
Circulation work
Library personnel administration-- ratings, hirings, job descriptions
Literature of the humanities
Literature of the behavioral sciences
Selecting materials on the college level
Writing of procedures manuals
Broader practicum experience in varied types of libraries
More public library courses
More placement help
More specialized courses
Realistic view of the job market
Archives

(continued)

Teaching library skills, high school
More specific subject cataloging
Establishing a vertical file
Government documents
Science reference
Use of films in library programs
Evaluation of AV materials
Professional writing and research as a prerequisite for the thesis
Government grants
History of libraries
Systems analysis and evaluation
Evaluation of equipment, furnishings, etc.
More guidance and counselling available
Special New Jersey subjects-- authors, books, laws, etc.
Measuring library use
Literature of careers and vocations
Dealing with superintendents and school boards
More literature for young adults
More literature for adults

Responses that were received too late for the main tabulation (and which therefor overlap or duplicate somewhat) were:

Literature of the sciences-- I took the course but the material was not covered by the professor. (reference is to one time when the course was taught by someone not a member of the department)
Practical on the job experiences, e.g., actual work in a library, processing of books.
A practical course in library promotion and publicity (for library directors); practical business, budgets, dealing with personnel.
Card catalog filing; evaluation of periodicals.
Information retrieval/computer data.
Bibliotherapy.
Cataloging of non-book materials; history of books and printing; information on how libraries (schools especially) can qualify for Federal funds.
Library of Congress cataloging and classification.

The original report points out that many of these graduates conceded the material they desired really was offered, but they had not taken the appropriate course. It added that otherwise, the library science faculty could profit by examining the list and making sure all of these points were included in their courses.

Respondents were also asked what types of libraries Glassboro should be preparing students for. Four major types were listed, and a category called "other" to elicit open-end thoughts. The results are tabulated on the following page.

"Do you believe there is a need for Glassboro to prepare librarians for----"

School libraries? 72 yes (of 74) for 97%
Public libraries? 70 (95%)
College libraries? 65 (88%)
Industrial and research libraries? 58 (78%)
other-

- Medical (2)
- Music (2)
- Hospitals (2)
- Law (2)
- Theological
- Government
- Medical records
- Historical societies
- Art libraries (2)
- Library technicians
- Geriatric services
- Institutional
- Information science
- Medical and technical
- Museums
- Film libraries
- Multimedia specialists
- Special subject collections

The First Survey report points out that the difference between total respondents (74) and the numbers checking the above categories was due, not to negative expressions, but to the person omitting any answer to the item. It also noted that there seemed to be a strong feeling for training as a specialization in the medical area.

Graduates were asked if they would like to receive a regular Newsletter written for them. Only three said no; one did not respond; and 70 said yes. When asked if they would like to help produce such a newsletter, 32 said yes, 28 no, and 14 did not answer.

Asked if they would like a summary of the survey results, 64 said yes, 6 no, and 4 did not answer.

The commentary following this section noted that many of those saying NO to helping with a newsletter were apologetic and explained they were very busy with families, getting started in a new job, etc. Also in my original comments was the covert intent of measuring, in a crude way, how helpful the graduates feel now toward the program. "It does seem to be a necessary step, to establish regular contact between ourselves and our products. This can benefit us and them. We need a continuing, accurate picture of how our graduates are doing, so we can revise the curriculum. They need the confidence of knowing there is a source of information and assistance back here at GSC."

Included with the report of the First Survey was an abstract of a paper written by a group of my students in the course "Introduction to Automation and Information Retrieval." Carol Smith, Charlotte Still, Linda Cilento, Elinor Wuehrmann, and Kathy Durand surveyed all New Jersey libraries with circulations over 80,000 annually as to their status in, and views on, library automation.

This was not completely within the category of surveys of our graduates, but was included because it had just been concluded, and it did show what the perceived needs were in the area of automation. It will not be further described here.

At the end of the report on the First Survey were six pages of "general comments" written in by the respondents. These are very interesting but too long to include here. Many of the graduates took the time to comment in detail on courses and the program. The full report is, of course, on file in the Library Education department for reference.

THE SECOND SURVEY

The tabulation of Second Survey responses to degree of satisfaction with the program, and type of library in which presently employed, will be found a few pages back, in the section on the First Survey. The data on these points for all three surveys are there combined. It might be appropriate at this point to repeat that the results are remarkably similar. This was especially surprising in that the first two Surveys were at least potentially anonymous, though some chose to sign names. This gives us a great deal of confidence in the results.

Asked "Do you believe there is a need for Glassboro to prepare librarians for---" they replied as follows:

schools? Yes, 71 (82%) (the remainder did not respond)

public libraries? Yes, 66 (76%) " " " "

colleges? 61 (70%) " " " "

hospital, industrial and research libraries?
Yes, 62 (71%) (others did not respond)

other? (here they listed the following: preschool,
religious, medical, law, museum, law,
vo-tech high school, legal, media centers,
community information centers, music, medicine,
"specialization in all library fields should
be available".)

Comparing the results with those on the First Survey (previous page) the first point is that a lower proportion responded to each item. No one said "No" to whether Glassboro should prepare librarians for any given area, but a larger number said nothing. The question was changed slightly in wording from the First Survey. Because there had been so much interest then in hospital and medical libraries, this was explicitly included in the fourth category. The result was to pull this one up to almost equal college libraries. So the area of medical librarianship is of high interest to our graduates. Now we can see another area emerging in the "other" category: law libraries.

Some of the comments written in, on both Surveys, seem to say the graduates may have thought it pointless to ask whether GSC should prepare librarians for areas in which it is already active. Why ask whether we should prepare public librarians, when we obviously do so now? So the question should have been explained to the respondents: that we were seeking their own evaluations as to whether this was a valid activity. Other comments, in a similar vein, seemed to say it was silly to ask about preparation for special areas. Of course you should, was the reaction. You should prepare South Jersey people for all the kinds of libraries, as they can't easily get to Rutgers and Drexel is too expensive. Some comments expressed anxieties about Glassboro's support for expanding the program: shouldn't you have more staff, more books, more resources?

The question about receiving a Newsletter was repeated. 80 said yes, they would like to receive one (92%). Two said no. The others did not respond.

Would they like to help produce it? 45% said yes, and 30% no. Here a large number apologized for the NO vote and said they lived too far away, were too busy with the job, had just started a family, etc.

Would they like a summary of the results of this Survey? 84% said yes, and 6% no.

The question about receiving a Newsletter was changed slightly in wording from the First Survey. This time, I mentioned that we had not yet been able to start one, due to the paper shortage (I did not add, but could have, that our postage budget also was kaput) but would keep trying. The responses here on the Second Survey added considerably to my guilt feelings over our not having started a newsletter after the First Survey. So many of the graduates were enthusiastic about the idea--- one even offered to help start an Alumni Association; we have GOT to do something about this. We may have to do it from our own pockets-- there has been no money in the budget even for classroom supplies for a year. How long can we disappoint these active, eager people?

Another member of the department was interested in the possibility of offering short Summer Institutes, possibly with a grant, and asked to have a question added to the Second Survey on this topic to sound out interest. It was phrased "Would you be interested in attending a Summer Institute (for academic credit) lasting from two to five weeks, on such topics as: Service to the Disadvantaged; Non-Print Media; Administrative Problems; Other (describe)." Responses were tabulated for the faculty member as they came in, but not reported otherwise until now. Details are on the next page.

Service to the Disadvantaged? 15 (17%)

Non-Print Media? 45 (52%)

Administrative Problems? 40 (46%)

Other? (describe) Specific items listed by respondents included:

- Videotape and ETV
- TV production
- reference
- Young adult services
- public relations: such as special services to community, story hours, exhibits, book talks, news releases and columns.
- special education
- New Jersey materials
- establishing and maintaining a catalog according to standard library procedures
- budgets-- how to figure out what I will need 2 years from now
- automation, particularly in technical services
- NJLA's laws, benefits, etc.
- LC cataloging only-- no Dewey
- book repair

Reasons given for not being interested in any of the Institutes were:

- not at present
- live too far away
- can't afford to take time from summer employment
- family needs
- not possible due to summer assignments
- not now

To some extent, librarians in the South Jersey area are obtaining needed skills in the Non-Print Media area through workshops given at some of the Area Libraries, such as that of Camden County, which covers Gloucester County as well. The Educational Improvement Center (EIC) in Pitman also has summer workshops in these areas. None of these, however, have the advantage of academic credit. Glassboro offers media courses in the summer and these are well-attended, but may not completely meet the needs of post-graduates as many of the students in them are undergraduates or otherwise without background. The advantage to the originally-conceived Institutes was that they would hopefully qualify for grant support, and thus be tuition-free for participants. (In some cases, stipends were available too.)

Administrative Problems constitute the other major area of interest in this Second Survey. For detailed comments, see the main portion of this paper. Graduates do not currently get specialized aid.

Another question repeated on the Second Survey was "Which Library Science course at GSC has been the most useful to you?" The replies are tabulated below. The total is greater than the number of respondents because many, despite the phrasing of the question, listed more than one course.

All the courses- 2	
All about the same- 1	Total- 3
Cataloging- 23	
Organization of library materials- 7	
Advanced cataloging- 1	Total- 31
Reference- 23	
Specialized literature courses-- lit.of humanities, of behavioral sci.- 6	Total- 29
Book selection- 15	
Book selection elementary schools- 5	
" " secondary & YA- 4	
" " public libraries- 2	Total- 26
Library administration (includes organization & management)	Total- 22
Children's literature-	Total- 13
Audiovisual and media- 1	
Selection & evaluation of non-print- 1	
media selection- 1	
AV production- 2	
organization of non-print materials- 1	Total- 6
History of libraries-	Total- 1
Thesis seminar-	Total- 1
Automation & information retrieval-	Total- 1

Some of these courses named are undergraduate level, so it is not simple to translate the totals into graduate evaluations. When a graduate refers to "cataloging" it is impossible to know which level is meant, for example, though "book selection for elementary schools" is clearly undergraduate. The matter is complicated further by the fact that occasionally an undergraduate-level course was taken for graduate credit. The general picture is clear, though, and about what would be expected. The basic, standard subjects-- things the librarian would use every day-- are ranked highest, and the more specialized courses ranked lowest. Frequent comments written on the sides of the sheets state that these basics were indeed well taught and proved to be life-savers on the job.

However, graduates became more conscious of the courses other than the "basics" when asked which courses had been LEAST useful. This question too was a repeat of the First Survey.

"Which (Library Science course at GSC) has been the least useful to you?"

Did not respond at all to this item- 8

None; all were useful, etc.- 9 Total- 17

(comments: "all my courses were helpful"
"gained something from every one"
"Each course had some benefit"
"I draw on some of the things covered in all of my courses"
"there was not any course not useful to me or at least enlightening and informative")

History of books and libraries- Total- 21

(comments: "intensely interesting course but not of practical use"
"except for personal edification"
"although I have been able to use a great deal of the information advantageously"
"although enjoyable"
"But I enjoyed the course")

Audiovisual, Media- making films, slides, etc.- 3
selection of AV materials- 1
multimedia- 3
instructional media 3
"AV courses"- 2 Total- 12

(comments: "facilities not adequate"
"criteria in buying equipment and operation more important than making 8mm films")

Reference and Literature- basic reference- 1
reference- 1
literature of science- 6
literature of behavioral sci.- 2
the literature courses- 1 Total- 11

(comments: "(reference) only because of my lower grade level"
"(lit.of science) least relevant to a small public library"
"(lit.of science) because of the teacher- didn't cover the material"

(continued)

Introduction to automation and information retrieval- Total- 10

Book selection- for secondary schools- 2
Lit.Young adults- 3
for public libraries- 2
children's literature- 2 Total- 9

(comments: "(sec.school) poor instructor"
"(public lib) repetitive of other courses")

Cataloging cataloging- 3
advanced cataloging- 2 Total- 5

(comments: "(cataloging) because I felt teacher was making her own rules"
"(cataloging) lack of depth in LC"
"(advanced) though it may be useful in future")

Thesis seminar Total- 2

Administration of libraries Total- 2

(also, despite the fact that the question referred to courses in library science, three respondents specified their least useful courses had been in education. Two of them listed "foundations of education" and "curriculum development")

As might be expected, this list is almost the reverse of the list for courses deemed MOST useful. Except for History of Books and Libraries, no single course received any great number of negative votes, and even History had comments attached (q.v.) which indicate it is generally taught well--- it's just that our graduates feel under great pressure to succeed in day-to-day job performance, and an awareness of the historical foundations just doesn't seem to contribute to getting those new books on the shelves any faster, or answering questions, or getting administrative reports in! There is nothing here which would lead us to consider dropping the course, for professional growth and depth will eventually require all graduates to understand where librarianship has come from.

Criticisms of the audiovisual media courses are not really great in number-- just 12 of 87 respondents-- but do reflect the fact that this area of the program has been weaker than the "book" side. Facilities are not adequate, but both the courses and facilities are now better than they were when most of these graduates were students.

Graduates were asked on the Second Survey what other positions they had held since graduation, other than the present position. Following tabulation breaks down responses by present positions.

PRESENT POSITION	PREVIOUS POSITIONS								
	none	elementary school	middle school	high school	college	public & county	teacher	religious library	TOTAL
elementary school	26	1					1	1	29
middle & junior sch.	5								5
high school & jr-sr. HS	14	1	1	1		1			18
college	5				2				7
local public, county, state	11	2		1		2			16
teacher	4								4
retired	1								1
none	2	3		1	1		1		8
TOTAL	68	7	1	3	3	3	2	1	88*
percentages	77%	8%	1%	3%	3%	3%	2%	1%	98% **

*one graduate had held both elementary school and high school positions; now none.

**does not add to 100% due to rounding of the small column totals

In other words, interpreting the first line as an example, of the 29 respondents who are now elementary school librarians, 26 have held no other position since graduating from our program. One previously held an elementary school library position elsewhere. One was a teacher previously (subsequent to graduation) and one was librarian of a religious institution (not a school).

All the graduates who indicated previous positions had only one such position, except one. As stated in the footnote to the table, that person has held both elementary and high school library positions since graduation, and is now unemployed. This makes the total read 88, instead of the 87 it would be if we had one per respondent.

If we consider (see First Survey, where the same question was asked) that some of the "previous positions" were actually those held while the person was in graduate school, and which the graduate retained briefly while arranging for a suitable new position, then the rate of turnover is even lower than the nominal 23% indicated by the table. Overwhelmingly, our graduates are still in their first professional position.

To some extent, it might be argued this is the result of our program having graduated its first class as recently as 1969. That is, there has not been sufficient time yet for graduates to move around very much. There is also the fact that the past two years have been hard ones for some educational occupations, and this always makes people reluctant to move from an established position, even when they are not satisfied.

On the other side, the fact that 8 of the graduates now have no positions at all is made less significant by the fact that we know at least some of these are cases where the person has voluntarily left employment to raise a family. The indication, based on those responding to the survey, is that our graduates generally find their desired professional positions. This assumes, however, something which may not be true: that the respondents are typical of all the graduates. At the time, they constituted well over half of all the master's graduates, but we must realize that those who may be unable to find positions might be less likely to respond to surveys.

We might look at turnover from another point of view. It is generally urged upon new professionals that they not move on too quickly-- stay and get experience, don't become known as a job-hopper-- but our master's graduates often take a library position in the same school, or school system, where they were previously employed as a teacher. Here, an apparent "change" in position really means continuing to deal with the same colleagues, students, and administrators, though in a different role. And staying put in the same job is not necessarily good. Professionals in any field need to get a variety of experience. If our later follow-up surveys still show very little moving, we might begin to be concerned.

In the Second Survey, as in the first, graduates were asked "What topics or areas in your Library Science work at GSC were covered too little? Or not at all? Please describe in detail if you wish."

The area most mentioned, by far, was that of the audiovisual media. After subtracting the 8 respondents who listed nothing at all in this category, 41 persons (52% of the remainder) commented on lacks in the media part of the program. I have tried to group these, but there is no satisfactory way to group without losing coherence in some other way, so the media comments will be given here, in full, exactly as written by the graduates.

"AV equipment- too little. Non-print media- not at all. Organization of non-print media."

"Courses dealing with non-print media are essential-- selection, organization, storage and care. Media production is a field very much neglected."

"AV courses were disappointing, due to lack of a planned program by (the instructor). There was no course outline, no evident preparation by (the instructor), and not enough content was covered. Some of the students brought and taught use of the equipment. Fees for materials should be paid to the college, not to (the instructor)!"

"I think that the media courses could be combined. There could be a two-semester course covering audio-visual materials, equipment, automation and information retrieval."

"I feel I should have received more help in the area of non-book media. A course in TV production would be most helpful. I think Glassboro needs an instructor who is experienced in all phases of audio-visual service as it pertains to the public schools."

"Practical application in selection of media & media catalog."

"I regret I [illegible] not work in more non-print media courses..."

"Media select [illegible] and machine operation-- too little."

"Working with non-print materials."

"More exposure to audio-visual equipment."

"A-V course was too crowded for each person to try each medium; approach was too superficial for students with no previous A-V experience."

"Need for more courses covering non-print materials-- equipment, maintenance, etc."

"A-V equipment. Non-print media."

"Nothing on... hardware maintenance."

"Classifying and storing non-print media."

"Too little: multi-media."

"Audiovisual: use of hardware."

"Advanced cataloging (descriptive for materials other than books)"

"Use of microfilm and microfiche."

"Audio-visual materials."

"Operation and selection of AV hardware. Media buying procedures."

"Cataloging of non-book materials."

"Work in media-- particularly the use of the hardware-- instruction in this area was scant when I attended."

"Non-print software and hardware."

"I would have liked to had a little more education in the processing of non-print media."

"Audio-visual-- non-print media."

"Hands-on media workshop."

"Handling of non-print materials."

"There were not enough courses on non-print materials. However, since I graduated, from looking at the catalog I see more of these have been incorporated."

"Too little: microforms..."

"...the area of non-print materials (was not dealt with enough)"

"Handling and use of non-print media."

"Multi-media: too little practice on operating equipment-- did not cover much in area of preparation of materials."

"More on actual use of media."

"More selection and cataloging of non-print materials. The course was not offered in any semester I was there. I believe it now is, but actually the field was not clarified at that time anyway as far as I can determine."

"A-V cataloging."

"Non-print; multi-media."

"Selection and cataloging of non-print media."

"Even though we have an A-V man (in the school) I feel I too should have more knowledge of some of the newer non-print media. (At this school, A-V materials are housed separately, but I catalog them in our centrally-located library card catalog.)"

"Non-print media: I would like to see something comparable to Lit. for Children, dealing with non-print. This would be extremely valuable, especially to school librarians."

"There is too little emphasis on media as well as actual technical "hands-on" knowledge of the equipment. Areas such as videotape, cable television and cartridge loops which are popular at the moment should be given greater treatment and any other innovations that are introduced in media."

These comments, written in April and May of 1974, refer of course to the entire history of the program's offerings, which began in the fall of 1967. (first graduation in 1969) The strongest area of concern is that of equipment: the graduates want more actual training in how to buy it, operate it, and do basic maintenance on it. (By basic maintenance they mean only changing bulbs and fuses) It is not sexist to point out that in our society, women are not as encouraged to take an interest in technical things during the school years, resulting in a need for compensation later; and the fact is that library school students, here as elsewhere, are mainly female.

But aside from sexism, it is true that libraries are increasingly involved in non-book areas, for which most librarians are poorly-prepared. The comments above contain indications that a few of our graduates have given thought to a complete revision of the non-print area, to integrate equipment and software; handling and use; students would learn to purchase equipment and the materials to use with it; how to catalog and store the software; how to circulate both the equipment and software. This is presumably all covered now, but in various places.

Thirty (30) of the respondents made comments in this area which are either clearly or implicitly on the courses in library administration. These are even more difficult to categorize than those above, so will be reproduced here for the reader's own interpretation. This does not mean that I will myself refrain from pointing out my own interpretations at the end! Let us now see where our graduates had administrative thoughts--

Bear in mind that, unless otherwise stated, the following comments are statements of areas of weakness in the program--- areas where the graduate feels more attention is needed, or more coverage.

"Management of personnel (adult, volunteer and student help)"

"Physical arrangement (traffic patterns)"

"Library administration-- practical problems-- the present course is fine, but in addition a course in the actual running of a library, taught by one who is experiencing these problems every day, would be most helpful."

"I found myself well prepared to perform the task of setting up a new high school library."

"Budgeting breakdown and planning."

"The following courses and instructors stand out in my mind as being very beneficial and outstanding: ....Library Management (by) Mrs.Ruth Cramer..."

"Development of a procedural notebook."

"The opportunity for experience in a library or educational media center, i.e., practical application."

"Problems and situations that are or may be encountered when working as a librarian."

"I think it would be useful to have a two-semester administration course. In this way, budgeting, personnel, publicity for libraries and many other topics could be covered in more detail."

"Library administration course was reasonably helpful, although slanted more toward school libraries than public; separate courses for each track might be more useful. Public library directors need more training than my course provided in budgeting and other business procedures."

"I would personally like to be more knowledgeable in the financial part-- bookkeeping, operating adding machine, etc., but perhaps this is too practical or specialized an area to offer in a library program."

"Public library administration."

"How to set up a new school library."

"Scheduling of classes."

"General management and administrative problems-- was not dealt with enough..."

"Library budgeting courses and administration."

"Practical application of administrative principles could have been covered in greater detail!"

"A little more in the management area."

"Need more training on public library problems, e.g., administering area and county libraries; especially New Jersey laws, state aid, etc."

"More about public relations and interlibrary cooperation. This includes how to work with public inside of and outside public libraries."

"Administrative problems, library routines, working with hired personnel and volunteers, library programs and services to community other than books and media, public relations."

"More on practical organization of a media center."

"Dealing with school boards and administrators."

"As my library grows I feel that I could use more training in the field of administrative problems and figuring budgets. (Am now required to plan 2 years in advance.)"

Library admin.- requisitions and purchase orders. Dealing with book jobbers. How and where to purchase directly from publishers. Taking inventory."

"Too little management. Not at all: budget and budget management; terms & conditions of employment." (explained the latter referred to teachers being given free periods by sending the classes to the library for "babysitting")

"Practical items! Budgeting, actual on the job experience type of things-- internship would have been helpful-- the horrors of inventory."

"Library management/legislation/admin.; networks, measuring library use; public library oriented courses."

"Library management and how to integrate the resources of the library with the faculty and curriculum."

"More should be included in the area of administration, i.e., supervision of secretaries, typists, clerks, aides, etc.; day to day problems encountered with administrators, faculty, students and scheduling."

"Public libraries, operations and procedures, special services."

"Public library administration."

This ends the list of all actual quotes from the graduates, in answer to the question: any areas covered too little or not at all in the GSC program? (the section on administration and management)

Note that a number of the items are laudatory, though the question requested negative comments. Some are contradictory, which may reflect either different degrees of profiting from a series of courses, or perhaps the conflicting people had different teachers in different years. I do know that some of this is in the varying viewpoints, for in earlier pages we found that student A would feel a course was "not useful" if it was not immediately applied, while student B would specifically say- while it has not been applied to the job yet, I know I am a better librarian for knowing it. And in the section on degrees of satisfaction with the program, student A would say she was "completely satisfied" despite a few exceptions; student B would say "I'm only mainly satisfied because there were the following lapses..."

We can see a fairly strong consensus on budgeting as an area of need; also public library administration in general; and there is a frequently-vaguely expressed need for knowing how to get out and make contact with the public. The latter is the usual handicap of all professionals, as we know from reading the newspaper. All of us learn how to relate to each other, or to the materials we must process; in the course of this, we allow a barrier to rise between us and the people who pay the bills, or those who use our services. Our graduates perceive this.

A number of the graduates also indicate a perceived need (for those who are not already working in libraries) to see how it all fits together. They want some form of internship or practicum or "student teaching." Several attached little notes to the survey forms to advocate this.

Other areas of expressed needs for more coverage follow, in no particular order, from the Second Survey:

government documents, ERIC indexes, career reference books.
medical, business libraries.
Library of Congress cataloging.
How to take a book and determine call number.
Reference course was not adequate.
How to judge the value of old books.
Philosophy of information retrieval.
More in basic reference.
Teaching library science in elementary schools not covered at all.

Library journals, discuss and evaluate; develop lists of required reference books; bulletin board arrangements.
Methods to teach library skills.
Literature of science was straight rote, read and recite. Not taught.
Poor instructor for Bibliography and Reference.
All the courses I attended were covered well and were most beneficial to me...
Nothing of any importance learned in automation course...
Organization of Library Materials should be a 2-semester course, with extensive coverage of LC and technical services.
Young Adult lit.; use of tools such as Reader's Guide; teaching of library skills.
Computer applications and data processing procedures.
Storytelling techniques.
Filing in the card catalog.
Reference was excellent but need more...
Use of the computer, hands-on; LC cataloging; microforms.
Filing rules, indexes and indexing, government documents.
Establishing and maintaining a card catalog, esp.filing rules.
Teaching library skills.
Glassboro was particularly suited to excellent preparation for school librarians; (I handle) 4 schools with 3 aides and my courses were invaluable in giving me the know-how and confidence.
Intro. to librarianship; government documents; New Jersey materials; reference work in the sciences.
Library orientation for elementary children-- topics to cover, etc.
Special libraries.
Business libraries.
I wish I had a better reference background.
I feel that I have obtained a good background in library science from all of my courses.
Opportunity for experience...
All GSC's library courses are very practical.
All school librarians should study school curriculum; public librarians should know library & community; special librarians should know about "big business" or institutions.
Innovative ideas and more modern attitudes.

This concludes an analysis of the responses to the Second Survey. The reader is advised not to simply study the First one, or the Second, or the Sabbatical visits: the present paper is put together and coordinated so as to refer from one to the other in many places. Each Survey can shed added light on the others. The returned questionnaires are still on file and may be examined if precautions are taken to preserve the anonymity of those who did sign their names (this was voluntary).

SURVEY OF PUBLIC LIBRARY DIRECTORS

In an attempt to supplement the program evaluations received from Glassboro graduates, on November 11 1974 I sent a brief survey letter to the directors of all public libraries in South Jersey.

The questions in that letter are detailed below, together with the replies. They were aimed at obtaining informed professional judgments on the performance of our graduates in the area where we might be expected to be weakest-- public libraries. Glassboro as a college has long been well-known for preparation of personnel for the schools; the department preparing librarians might very likely be better at turning out school librarians than public librarians.

Unfortunately, only 17 directors of public libraries returned the surveys. This is a poor rate of return that inevitably casts serious doubt on the extent to which the results are representative. Budget shortages (both institutional and personal) prevented inclusion of postage-paid envelopes with the surveys, or later follow-up letters, either of which would have increased the response.

In addition, more than half of the 17 respondents (10) reported they did not employ any Glassboro graduates, so the results given here are primarily those of only 7 public library directors. (Two of the other 10 did give general comments on the education of librarians, which are included here.)

As the tabulation will show, at least the respondents in both categories were well-scattered in the South Jersey area, so there is little apparent geographic bias. Also, the places where they received their professional education in librarianship are by no means limited to local colleges. The sentiments expressed by these few directors are, subjectively, in line with comments I have heard from others at conferences and workshops, so their validity may be satisfactory. In any case, the reader may judge for himself.

On the following pages, the original questions are reproduced exactly as in the original, within quotation marks. In a few cases, a public library director gave one comment that was intended to apply to several question areas; to simplify the reader's following of replies to each question, such comments are repeated each time the appropriate question is discussed.

As has been the case with other form-letter mailings, or surveys, I found that some respondents took the opportunity to mention other matters or raise questions about the program. It would seem that many people find it difficult to initiate contact with an institution, but once that institution has contacted them about any matter, they easily discuss others.

"Where did you obtain your own training in librarianship?"

	All respondents	Those employing GSC graduates
Carnegie	1	
Columbia	1	1
Drexel	6	3
Drexel & Glassboro	1	
Glassboro	2	1
Rutgers	2	1
Simmons	1	
North Carolina, U. of	1	1
on the job	2	
	17	7

County where public libraries are located, which responded. (Specific towns are not given here in order to preserve anonymity of respondents)

	All respondents	Those employing GSC graduates
Atlantic	2	
Burlington	2	
Camden	4	2
Cape May	2	
Cumberland	2	2
Gloucester	4	2
Ocean		
Salem	1	1
	17	7

"If you have ever employed or worked closely with a graduate of the Glassboro program in librarianship, please indicate briefly how you would compare the Glassboro preparation with that of other colleges:

A. as to knowledge of the actual day to day library work?"

"They wish to be employed so that they can learn this by practice."
"Differences not discernible....the individuals employed by us have been exceptionally good people. I do not know to what extent their effectiveness is the result of Glassboro training." (answer applies to all questions)
"Most step right into positions with no experiences and function well with no supervision."
"I have several Glassboro graduates, or attendants at Glassboro, on the staff. They vary greatly as to ability, but I believe this is due to differences in IQ rather than training." (answer applies to all questions)
"Equal."
"Very good."
"Fair working knowledge."

"B. as to activity in societies, workshops, meetings?"

"Not too interested."
"Differences not discernible...."(see above)
"Participation is good; some have been officers in societies."
"Below average."
"My knowledge is limited."
"Willingness to participate."
(not specifically answered by one)

"C. as to professional attitude and ethics?"

"Fine."
"Differences not discernible...." (see above)
"Generally good."
"Equal."
"Mostly very good." (two did not respond specifically)

"D. as to ability to grow and change?"

"Fine."
"Differences not discernible..." (see above)
"Equal."
"OK."
(three did not respond specifically)

"If you have ever employed or worked closely with a graduate of the Glassboro program in librarianship, please indicate briefly how you would compare the Glassboro preparation with that of other colleges:

E. as to compatibility with colleagues?"

"Harmonious."
"Differences not discernible...the individuals employed by us have been exceptionally good people. I do not know to what extent their effectiveness is the result of Glassboro training." (answer applies to all questions)
"More compatible than those from the "so-called" prestige schools."
"Equal to more than equal."
"OK."
"Dependent on individual.... Much depends on the individual and his or her attitude. We have had experience with two graduates; one I am impressed with, the other I am not." (latter sentence seems to be intended to apply to all questions by its placement on the page)

"F. as to real interest in service?"

"Exceptional."
"Differences not discernible...." (see above)
"Above and beyond the usual call of duty--- e.g., abundance of clerical work."
"Equal."
"Very good."
"Much depends on the individual..." (see above)
"I have several Glassboro graduates..." (see item A)

"G. as to administrative ability?"

"No knowledge."
"Differences not discernible..." (see above)
"Excellent when you consider some step into school and other positions as head librarians and function exceedingly well."
"Below average."
"Needs improvement."
"Much depends on the individual..." (see above)
"I have several Glassboro graduates..." (see above)

"Other comments?" (replies to this item are given on the following page.)

Public Library survey -- other comments

"I have employed five graduates of GSC library courses and have been well satisfied with their work." (Drexel graduate)

"I have several Glassboro graduates or attendants at Glassboro on the staff. They vary greatly as to ability, but I believe this is due to differences in IQ rather than training. My judgment is that Glassboro provides good training in reference work, adequate in cataloging and other phases of public library work. One criticism from my point of view is that the slant of the program is toward school libraries, and public library work (particularly administration of public libraries) is minimized." (Columbia graduate)

"The individuals employed by us have been exceptionally good people. I do not know to what extent their effectiveness is the result of Glassboro training." (Rutgers graduate)

"ALA accreditation would carry a great amount of weight."

"Each class seems to have five or six students that tower far above the others. These students are all that the library field desires: they have ability, can learn quickly, have personality, etc. The balance of the class is much more limited. It is unfortunate that so many of them have a strict educational undergraduate degree.

The program to develop children's librarians is of the very best. These students know the children's literature, have imagination, and can handle the work well.

Your programs in cataloging and reference need great improvement. Perhaps you should have two types of cataloging courses: (1) for the small public or school library, especially elementary grades, and (2) for the serious cataloging student who is interested in in-depth cataloging according to the Anglo-American rules.

Mrs.______ went to Glassboro. There are times when she had to forget the correct thing to do it the way she was being taught. Several examples of this could be mentioned.

Serious consideration should be given to continuation of the thesis program. One thesis was a real beauty and should not have been accepted. Perhaps, you should offer students the option of taking additional courses rather than write a thesis.

Several years ago, your reference collection need(ed) strengthening. You definitely need library science periodicals on microfiche or microfilm." (Drexel)

(continued)

"Much of the above depends on the individual and his or her attitude. We have had experience with two graduates; one I am impressed with, the other I am not." (UNC graduate)

"Several of our non-professionals have taken courses at Glassboro in cataloging, reference and literature which have been extremely useful in their work but we have not had any member of our staff graduate from your school.... As a personal observation of recent graduates from various library schools, I feel strongly that administrative and business instruction is lacking. Actual techniques of budgeting, purchasing, etc. which fall in the line of duty to the director of small public libraries, seem to be learned only by experience in many libraries of this type..." (trained on the job)

On these pages are included all the various replies a[illegible] comments submitted by the public library directors.

Note that the reference to ALA accreditation is also a concern of the graduates themselves. Those who have gone into, or tried to go into, public library work, are more likely to report our lack of ALA accreditation was a handicap. The public schools generally make no requirement in this area, asking mainly for the proper certification by State agencies.

The obvious recommendation in this area is for a more extensive survey of public library directors, with prepaid return postage and follow-up letters.

Literature

This report is not intended to be the kind of conventional paper that contains a list of "references cited" or of the detailed background literature to each point. However, I did gain useful information from various printed sources (as well as persons) and this section will describe them briefly.

One of my first steps, upon learning my sabbatical leave had been approved, was to review a number of publications in the professional area. There were several purposes in mind, but the chief one was to obtain ideas for detailed questions to be asked in the interviews, for it would be a waste of effort on my part, and the part of the graduates, for me to omit any important area.

Another purpose was to determine what other surveys like this one had been undertaken. The answer to this is easy: none at all had been made that were in person, and in this much detail. (Also see the section of this paper describing my survey of other library schools.)

Ideas for the questions to be asked came mostly from my own background, supplemented by the items read and by discussions with other faculty. In all but a few cases it is impossible to pinpoint the exact source of an item; the few cases where this can be done are so noted in their individual sections of this report.

My search of the literature was of two kinds: using the usual indexes (Library Literature, Education Index, etc.) ; and also browsing through complete volumes of journals deemed most likely to contain smaller relevant, possibly unindexed, items, such as Journal of Education for Librarianship and Newsletter of the Library Education Division of ALA.

Useful articles were found in American Libraries (formerly ALA Bulletin), Library Journal, Canadian Library Association, Special Libraries, School Media Quarterly, College & Research Libraries, Library Quarterly, Catholic Library World, Journal of Education for Librarianship, Library of Congress Information Bulletin, RQ, Wilson Library Bulletin, and New Jersey Libraries.

Especially of value were the occasional side comments on kinds of behavior, or characteristics of either librarians or the library school faculty, deemed worth evaluating. Structure of the profession: topical subdivisions of activity in actual libraries, and of the curriculum, were useful in helping to assure I was not omitting any important area. By far the greatest number of useful ideas came from Journal of Education for Librarianship.

The idea itself of obtaining graduate evaluations flowed almost without conscious thought from the fact that I have always asked my students to fill in anonymous evaluations of me and of my courses. These evaluations have been summarized every year and reported to my department and to the faculty at large, through whatever medium was available. From these student evaluations came the surveys of our graduates made by mail (reported elsewhere in this paper) which were of course much briefer. Thus when it was announced that sabbatical leaves were available, it was almost automatic for me to propose actually visiting our graduates to obtain evaluations.

Evaluations obtained from students have been of three types: the SIR (Student Instructional Report) supplied to the College by Educational Testing Service; these are collected from the faculty which choose to use them and sent off for tabulation at the end of each semester; secondly, departmental forms for the evaluation of both instructors and courses, compiled by our own library education department faculty; and third, "blue books", distributed along with both of the above, in which students may write at greater length about specific items on the forms, or about items not covered. Using the blue books not only brings me useful detailed comments; it also makes tabulation of the responses in the departmental forms easier because students no longer need write in longer comments in the margins.

One immediate source of information in this area was the newsletter issued by ETS, "ETS Developments," such as the Summer 1975 issue, which contained an article specifically on use of the SIR and its validity.

In the early stages of developing a questionnaire, I was materially aided by several conferences with one of our graduate students, Patricia LeVan. Her thesis, which was accepted on June 3, 1975, was "A survey of competencies needed by school librarians in New Jersey." Mrs.LeVan is director of a high school media center and thus no stranger to school library work; as her thesis supervisor, I was reacting to her work, and as a fellow-professional she was giving reactions to my questions and items. To my mind this exemplified faculty-student relations as they should be, without the student occupying an inferior position.

Another useful publication for ideas and general recasting of the interview format was "A teacher attitude inventory...", by Joanne Rand Whitmore; this is R & D Memorandum No.118 of the Stanford Center for Research and Development in Teaching, June 1974. Not the specific inventory itself, but the methods and suggestions, were relevant to my own study.

At about this time- spring and summer of 1974- I wrote to a number of organizations and library schools for advice; the results are reported in the section on survey of library schools.

Articles or reports specifically on the education of librarians were found in the following places. Foremost, of course, was the Journal of Education for Librarianship- in which volumes 12 and 14 were most valuable throughout.

A report obtained from ERIC- "Education of medical library systems analysts" (R.M. Hayes, Institute of Library Research, UCLA, 1968) - contained a number of useful points to be brought out in describing a program, and one should note that it summarizes the status of past graduates.

The issue of Illinois Libraries dated June 1974, on continuing education, was also useful throughout.

Special Libraries for both January and February 1975 contains articles on the education of librarians; the latter is on continuing education, and as such, like the reference next above, inevitably gets into the area of determining the needs of practitioners.

One of the points most emphasized in this paper, by our graduates, is the need for an internship or field experience before one is thrown into full responsibility for a library. Therefore I have noted that this idea was endorsed rather heartily, though it referred to teachers, by the U.S. Commissioner of Education, Terrel H. Bell, in the December 1, 1974 issue of New York Teacher Magazine, (insert section on federal role in education, page 4) Mr.Bell referred favorably to a three-year internship for school teachers and premised his support upon the internship being paid, and on the professionals aiding the intern being paid for that work.

A somewhat more specialized look at education for librarians was contained in Sci-Tech News for July 1975 (publication of the science and technology oriented divisions of the Special Libraries Association), pp.68-9, by Robert M. Hayes.

To gain some perspective on the education of librarians, I consulted "Professional library education," Bulletin 1937, No.23 of the US Office of Education (1938). This includes, at the very end, reactions of library graduates to their work. Among the "disappointments" were included "too much monotony, too little opportunity for scholarly work, too much routine, not enough staff to do work thoroughly, lack of prestige with the public..." The "satisfactions" included "contact with current interests abd activities of many people, pleasure in helping people and seeing them use books, vital and interesting associates, satisfaction in handling books and information efficiently, necessity of keeping abreast of the times..." As a whole, the points mentioned would rank high on lists made today-- while the situation has improved in absolute terms, so have our expectations and standards. By the way, the median salary of high school librarians in 1936 was given as ranging from $1,380 to $2,262.

Several of our graduates referred to an article that appeared in Library Journal for March 15, 1973, "Secondary school libraries: problems, problems, problems" by Geraldine Clark. Obviously this has made an impression. The article covers the basic concerns of secondary school librarians and how changing aspects of the field are complicating adjustments. I have commented elsewhere in this paper that, as a group, those of our graduates who are in secondary schools are the least happy. The subject article indicates some reasons.

A discussion of the general issue of on-the-job competency in education, though emphasizing the public school teacher, contains some points relevant to librarians as well. This is "What performance-based teacher education should be about," by Sandra Feldman (New York Teacher Magazine, November 24, 1974). Ms.Feldman, a vice-president of the AFT, leans heavily on the need to refer all questions of education and competencies to the actual classroom situation and more specifically to those who know that situation best- the practitioners, or teachers. This is the philosophy upon which my own study is based: that the actual experience of our graduates, as they face and cope with real situations, must be the strongest guide to what we teach.

Discussion of the librarian's role in a school media center is contained within another of our own school's theses: "Individual study using multi-media within a media center, by Dorothy M. Wadsworth (approved June 30, 1975). The writer was advisor on this one too.

A survey of why people use or do not use the public library, leaning heavily on how attitudes toward library staff, collection, building, regulations and procedures, and other characteristics affect usage, is in "Middle class attitudes and public library use," by Charles Evans. (Littleton, Colorado: Libraries Unlimited, 1970)

A research study into the activities of reference librarians at certain undergraduate libraries of large universities confirms some of the experiences of our own graduates, in that even where one would expect relative strength of staff in serving users, assistance and service is more brief and routine than it should be. "The undergraduate library's public service record: reference services," by Billy R. Wilkinson (paper prepared for the Institute on Training for Service in Undergraduate Libraries, August 1970) is available through ERIC. The indication is that the librarian spends more than five minutes with the user in only a very small fraction of cases- perhaps as low as two or three percent.

Of value in planning the survey, and analyzing workload, were the forms used by other departments at Glassboro State for student field work, especially the student teaching logs. I would cite here the "Weekly log of professional semester activities" used by the Secondary Education Department, which provides definitions for various activities and places to record them.

Also used as a cross-check on the categories of my study, and for general background, was "Occupational definitions for school library media personnel," (School Library Manpower Project) ALA, 1971.

The January 1975 issue of Wilson Library Bulletin contains several articles relating to the topics of this paper, such as the new standards, and opinions of working professionals on actual duties vs. those envisioned, education, and how to stimulate interest and usage.

Often referred to by our graduates was the "New Jersey blueprint for school media programs, issued December 1969 by the Public and School Library Services Bureau of the State Library. It seemed especially liked because of the specific checklisted items, with plenty of numbers against which a library may be compared.

A very brief booklet, which is nevertheless valuable in connection with the above, is "Guidelines for the evaluation of media specialists (librarians), issued June 1973 by the New Jersey School Media Association.

Useful in general background for phrasing questions and fitting our own survey into context are the annual surveys of Glassboro graduates made by the Placement Office here, though these cover only the persons receiving bachelor's degrees. These surveys do not meet our needs more precisely than this because (1) at the undergraduate level, our program is only an 18-hour certification, not a major, and therefore our bachelor's graduates are tabulated under their majors; (2) there is no similar study made of master's graduates. We have asked that the computer data base used by the College for ongoing analyses of students and graduates be programmed to show minor certification-program students, not only in their majors, but everywhere they complete a program, and also that master's graduates be followed up.

In the December 1974 Special Libraries, an article by Bess P. Walford ("The evaluation of special librarians") covers duties, services, holdings, and other standards by which management may evaluate the librarian. As a former special librarian, I feel school and public librarians could profit by studying the situation of their special colleagues.

Among the many sources of general information and/or insight concerning roles of librarians, needs of potential users, and attitudes of informed people outside the profession are the following:

Murray Edelman's "The political language of the helping professions" is distributed as a reprint by the Institute for Research on Poverty; it originally appeared in Politics and Society, Vol.4, No.3 (no date given). The professions discussed are chiefly medical, but there is some space allotted to the relationship of the public school teacher to pupils, which comes nearest to our own concern. Edelman's thesis, not a new one though well-expressed here, is that the act of "helping" is part of a pattern of behavior that places the recipient in a subordinate position, and further that the professional uses language to describe his services that conceals the process. I have often told my students to be sufficiently self-aware that they do not so use the helping process, but have no information on whether this has any effect.

Several newspaper columns of advice to present or potential college students have hit hard at the need for colleges to be aware of real job needs and the placement situation, and to advise students accordingly. The most persuasive ones advise individual departments to be responsible for this, thus avoiding the rigidity and slowness of large-scale institution-wide projects. I will not cite particular columns here. The current project is, then, to me at least, an important part of this process: making the faculty aware of real job needs and the considered opinions of their graduates.

The president of the American Federation of Information Processing Societies (George Glaser) was quoted at length in Computerworld: the newsweekly for the computer community" (November 6, 1974, front page) as charging that "The educational system is providing nicely for a body of competent computer researchers and teachers but has done little to provide for the needs of those who must apply computer technology..." (emphasis added) Speaking before the Interuniversity Communications Council (Educom) at Toronto, he advocated in blunt language that practitioners be taught the realities of the "street fighting" that often awaits on the job. Similar articles can be found easily in the literature of other professions; our own graduates almost unanimously said we gave them a very practical education, and still they were surprised by many of the real problems.

I hope the reader does not think this means I advocate omitting all theory, principle, or long-range guide; it is meant to correct a permanent tendency to overemphasize such areas.

Survey of other Library Schools

By form letter dated August 26, 1974, I asked the Deans or the Directors of the library schools listed in the Journal of Education for Librarianship for information on any surveys made at their institutions which might be similar to mine. I asked for copies of such surveys and promised mine in return.

Of the 60 schools listed as members of the Association of American Library Schools, 18 replied (30%). Of the 30 schools listed as Associate Members, 5 replied (17%). (Overall percentage: 26%)

Characteristics of the replies are tabulated on the next page. As it is impossible to describe fully or accurately the responses in such a way, the tabulation is supplemented by commentary and quotations from letters.

The letters must have reached the library schools at an awkward time-- early September, when especially the administrative staff would have been busy with other paperwork. In the great majority of cases, the matter was not referred to a faculty member, but was answered by the Dean or Director personally, or by an assistant to. I could have sent second letters to the non-responding schools, but by that time (September and October) I was too heavily involved in my own visits and surveys to give it the attention. This would have been desirable.

I also placed a notice in the September 1974 Bulletin of the American Association for Higher Education (a section devoted to exchanging news of desired information by faculty researchers) and received a response from the Research Intern in the Office of Graduate Studies at Hofstra University. The response did not make clear exactly what the researchers at Hofstra were doing comparable to my survey, but said there was a mail survey being planned and my instrument would be appreciated. I did not tabulate this with the others as Hofstra is not in the same category.

In the table, library schools are listed in the same order as in the AALS list, and with the same key word. The full name of each one is given on another page, for the benefit of those not familiar with the short form of the institutions. The column headings may not be self-explanatory; "none made" means that school said they had not yet surveyed their graduates, or so implied; "request quest." means they asked for a copy of my questionnaire; "request study" means they asked for a copy of my final results; "made mail survey" means they said they had surveyed their graduates by mail in some way; "surveyed employers" means they have solicited opinions from the first employers of graduates; "notifying faculty" means the respondent (usually a Dean) says he or she is telling the faculty of my project; "intend to make survey" generally means they have not done so before but are now planning to do so; "will send materials" means they offer to send, or do send, copies of articles or survey questionnaires.

Characteristics of responses from other Library Schools

school*	none made	request quest.	request study	made mail survey	surveyed employers	notifying faculty	intend to make survey	will send materials
Albany	x							
UCLA	x						x	
Clarion			x	x		x		x
Drexel				x			x	x
Hawaii	x		x					x
Illinois	x							
Kent State				x				x
Kentucky	x		x					
McGill				x			x	x
Minnesota				x				
Mississippi				x				
Missouri		x	x	x	x	x		
Pittsburgh			x	x	x			x
Queens	x						x	x
Rhode Island	x		x					
St.Cloud	x						x	
South Carolina	x							
Tennessee	x		x				x	
Texas Woman's	x		x				x	x
Toledo	x		x					x
Washington				x				
Western Mich.				x				x
Western Ontario	x	x						

*footnotes on next page

Table headings and the school listings were explained on page 1 of this section. The only heading referring to surveys is that which says "made mail survey" (aside from the "intend" column) and this is because none of the library schools appear ever to have conducted an in-person interview survey with their graduates, as I have done.

Those mail surveys which were described are definitely very short ones, yielding general reactions, such as "What were the major benefits you derived from attending library school?" or "Please give a one or two sentence evaluation of the ______ program."

The column for "intend to make survey" contains a wide range of actual statements. Some are firmly involved in planning a mail survey, or such a survey is now begun; this ranges down to those who say, having seen my plans, that it's the kind of thing they're going to do one of these days, as soon as they get the time. One Director told me he knew of no surveys or studies like mine, and that he felt some library schools knew nothing of what their graduates were doing. Probably the best information and material that came to me was from Clarion State College (Pennsylvania) which is only an Associate Member of the AALS. Their survey form for alumni was quite detailed, and the results well-analyzed. The only non-comparable feature is that they are talking about the graduates of a bachelor's degree program, [redacted] a master's, but I do not believe this is a major factor.

The column "none made" contains "x" marks where the letters from schools pretty clearly indicate they have never surveyed their graduates. I could be wrong in this, but when a Dean says "We at ______ have begun to plan for an appropriate means for acquiring such data" or "We have given serious thought to such a study but at this point we have not yet found an opportunity to conduct such a study" I make the assumption they have nothing as yet. One school said one of their students made a survey in 1972, and offered me a copy for $6.50, but did not indicate the existence, or plans for, a departmental survey.

A few of the Deans or Directors misunderstood my stated purpose; they thought I was going to attempt to discover the degree of the graduates' success, in some objective way, and correlate this with grades or with our judgments. One Dean suggested correlating activity in professional societies, publications, leadership in program development, peer judgments, and presumably employer ratings. However, two of the schools pointed out that they were discontinuing their own existing programs of asking first employers for information on success of graduates, on the basis of the Buckley amendment. This would make such statements non-confidential: that is, in their view, available to the graduates, and would inhibit free expression of opinions by employers. The same would hold true, with even greater force, for peer judgments. At least most employees accept the idea that employers will rate them. The thought that peers are doing so--- and the ability to see those ratings-- could discourage peer judgments. At least the process contains problems that I was not planning to solve.

Full Names of Responding Library Schools (as in AALS)

State University of New York at Albany, School of Library Science.

University of California, Los Angeles, School of Library Service.

Clarion State College, Division of Library Science. (Penna.)

Drexel University, Graduate School of Library Science. (Penna.)

University of Hawaii, Graduate School of Library Studies.

University of Illinois, Graduate School of Library Science.

Kent State University, School of Library Science. (Ohio)

University of Kentucky, College of Library Science.

McGill University, Graduate School of Library Science. (Canada)

University of Minnesota, Library School.

University of Mississippi, Department of Library Science.

University of Missouri, School of Library and Informational Science.

University of Pittsburgh, Graduate School of Library and Information Sciences.

Queens College, Department of Library Science, City University of New York.

University of Rhode Island, Graduate Library School.

St.Cloud State College, Dept.of Library and A-V Education. (Minnesota)

University of South Carolina, College of Librarianship.

University of Tennessee, Graduate School of Library and Information Science.

Texas Woman's University, School of Library Science.

University of Toledo, Dept.of Library and Information Services. (Ohio)

University of Washington, School of Librarianship. (Seattle)

Western Michigan University, School of Librarianship.

University of Western Ontario, School of Library & Information Science.
(Canada)

Following are relevant quotations from the letters of response. As my letter of inquiry had not been a structured questionnaire, the responses are often in non-comparable categories. However, they will be interesting--- nay, fascinating--- to anyone who is seriously involved in the development of library education.

"I've been unable to unearth any studies of the sort that you requested. We have had a few done but none more recent than about six years back and no one seems to be able to locate those."
(Dean)

"Your letter...raises a most important issue-- the evaluation of academic library school programs, in terms of the success of their graduates. It is an issue to which, as you say, little attention has been paid. I have nothing to add to your knowledge except the following: (1) the specifications for programs... requires that there be a means for such evaluation. (2) We at ______ have begun to plan for an appropriate means for acquiring such data."
(Acting Dean)

"I have your letter....am passing (it) on to Dr.______ who did conduct a survey study in preparation for a self-study document, prepared during this past academic year. He will give you the information for which you have asked. We shall appreciate very much having a copy of your study when it is completed." (Dean)

> "(the Dean) has referred your request....Enclosed please find the appropriate data. The data were used in evaluation of (our) graduate library science program. Please contact us if we may be of further assistance..." (Associate Prof.)

"We currently have in progress a study of graduates....This is being handled by Dr.______ and he could supply details. His phone is ______ in case you wish to call." (Dean)

> "....I am enclosing a copy of the questionnaire that was sent out to a couple hundred of our graduates. There are some very obvious and some not so obvious changes that need to be incorporated into the questionnaire. One of the not so obvious but extremely important changes that I'd like to see is some technique by which we can correlate the student's responses with the actual courses that they took. This will complicate the questionnaire somewhat, but will make the results vastly more useable in making decisions. I have no results to communicate at this time. We are in the process of tabulating, via computer." (Associate Professor)

"We haven't done the kind of survey of our alumni that you are about to undertake but I did something similar in (another country) a couple of years ago. The enclosed reprint will show you the approach I used and the kind of questions I asked.... I'd be grateful for a copy of your report when you've completed it because our alumni group which is just now starting to function well is considering a similar survey of our alumni at some future date." (Dean)

"I think you are undertaking an interesting project this fall and I wish you good luck. Neither Dr.______ nor I can recall similar studies so we can not be of help to you." (Assistant Director)

"Enclosed please find a copy of the introduction of a thesis by ______ entitled (reporting a survey of graduates) which might be helpful in your survey.... If you would like to purchase the entire thesis the charge is ______. " (editorial assistant)

"...my best wishes to you for an in-depth survey of the graduates of your Master's program. I do believe that your personal visits will contribute to the validity of such a study. Unfortunately, we have not made any such studies in this school. However, I would be very much interested in the results of your study as I am sure other library schools would be, too." (Dean)

"To the best of my knowledge no study along the lines you propose has been done by this School or anyone connected with it. However, for what they may be worth, I am enclosing copies of questionnaires which we sent to our recent graduates and their employers a year ago. I might say incidentally, that although the number of responses received was very gratifying, we have no intention of compiling or publishing the information they have provided for us." (Director)
(emphasis added by RSP)

"We regret that we have no material or studies that have been carried out concerning the achievement of our graduates from the Master's program in Library Science. A modest questionnaire was used in connection with our recent self-study to try to determine alumni reaction to the Library School program but we have not been able to relate the program to actual professional performance."
(Assistant Professor and Assistant to the Director)

"The only materials in which you possibly would be interested are a study of graduates made by one of our students in 1972 and a survey of library education needs made by one of our faculty members in 1973. Probably the former is more in line with the study you are making. It is in rough form, but we could furnish you a copy of the paper for $6.50.... Best wishes to you in your undertaking."
(Chairman)

"....we query all our graduates two years after graduation with a simple questionnaire relating to their work experience and the influence upon it from the course work in the library school. In the past we have also queried current employers two years after graduation to see how they react to the preparation which the individual student received while in library school as applied to the job. This latter query has been discontinued in view of the recent actions in Congress which relate to Freedom of Information and Student Records. - I would personally be very grateful if you would send me a copy of the instrument which you are using in your survey to gather the data. - I am circulating your letter to the rest of the faculty of the Library School here and some of them may contact you directly.... - I hope this information will assist you in your study. I shall look forward to receiving some information relative to its conclusions.... (Interim Dean)

"....I am glad to know of the study you have undertaken, which should be of considerable interest to your School and to all educators for librarianship.... For some time it has been our practice to solicit letters of evaluation of performance of our graduates and of their preparation by our program. The requests are made of first employers approximately a year and a half after the beginning of employment. Although not lacking in candor, the responses on the whole have been favorable to our graduates and our program. They are usually of notable length and frequently in some detail. I enclose a copy of our letter of solicitation. -- Recently, as part of our self-study effort in preparation for visitation by the ALA Accreditation Committee, we sent a questionnaire to all our alumni. The questionnaire was not designed by professionals, and we were trying to get a spread of information. Nevertheless, the responses have been enlightening, particularly the graduates' perception of our program after facing the realities of work situations. A second enclosure is a copy of the questionnaire. -- Dean _____ asked me to reply to your letter because I am directly concerned with both the activities I have described. His interest in your study is as lively as mine. We will be glad to give you any additional assistance you think we can. And we will be eager to read your final report." (Administrative Assistant to the Dean for Placement)

"We are conducting a study of the graduates of our department in preparation for the visit of the ALA Accreditation Committee in the fall of 1975. However, this study will not be completed for several months. If you want a copy, please let me know." (Chairman)

"...we have not published studies on our master's program or on our graduates. I can, therefore, only wish you success in your personal visits to library schools (sic) and in your inquiries of other people in the field. I do so, of course. I look forward to whatever results you publish concerning your indepth survey." (Dean)

"We do not have any such studies-- as you have already found-- that will be of much assistance. All that we now have is an accumulation of narrative evaluations of special seminars; we will be collecting a second and more comprehensive collection of narrative evaluations later this year... including those post-baccalaureate, in certificate, master's degree, and specialist degree groups." (Dean)

"Our school is sufficiently new and we have not as yet conducted any substantial studies of graduates, we have however designed a student data base which will allow us to compare data on graduates with substantial amount of data recorded on students in the program. We think this is a very interesting data system and if your travels bring you this way we would be more than pleased to discuss it with you." (Assistant Dean)

"We have given serious thought to such a study but at this point we have not yet found an opportunity to conduct such a study. In the event that we do I will attempt to communicate with you on it and give you a copy. Best of luck in that project. I will be interested in seeing the results." (Director)

"....We will be preparing a survey for the (ALA) Committee on Accreditation, and your letter will be kept so that a copy of this survey can also be sent to you. We will, of course, be very interested in receiving a copy of your own research." (Professor)

"Although we have no studies such as you describe, we would be interested in obtaining a copy of yours, when completed."
(Associate Professor)

"Your up-coming sabbatical sounds interesting and possibly even worthwhile. Like you, I know of no specific examples of studies or surveys which measure the adequacy of a library education program in terms of success of graduates in the field. It certainly would be fun to test some aspects: for example, association leadership, innovative library program development, or peer evaluation or some such and see if any of these elements could be traced back to the library education program or if they were simply characteristics that the student brought with him. Oh, well.... (suggested I obtain the reports turned in to the ALA Committee on Accreditation) ... For our own purposes, for example, we have surveyed alumni of the last ten years to get their current evaluation of the value of the program they participated in while at the School of Librarianship....." (Director)

"Enclosed is a condensation of a study done by us last year. We submitted it to JEL, but it was rejected because of its diffuseness and general lack of clarity, which we agree with and apologize for. However, you still might find it useful. We also hope to do some interviewing if we get some money to do it. Hope this is not late. (Your) letter of August 26 just came to my desk. (note: reply dated December 11) Please return this copy when you are finished with it; it's all I have." (Associate Professor)

"We have not conducted an in-depth study of the graduates of our master's program in librarianship, but we would very much be interested in the techniques that you use. We have frequently attempted to get information about our alumni and some considerable amount of material was collected...." (Dean)

This ends the actual texts of the letters I received.

In February 1975, I sent copies of my questionnaire to all the people who had thus written to me. None have as yet replied with acknowledgements or any indication that they are using these. I attached a letter indicating the questionnaire sent to them was the latest revision of several, though all the revisions were minor, merely reflecting experience in the early interviews with better wording of questions and better sequences. I also made the point that the questionnaire was not a fixed procedure, to be administered strictly. I generally used it as a loose structure for the interview, from which I felt justified in departing when the respondent seemed especially interested in discussing some aspect of the program or of the profession. I frequently filled in answers in almost random order, as the graduate, if highly articulate and stimulated by the interview--- and many were--- might well spontaneously give replies to questions I would not reach for several pages yet. I did not reproach them; I just silently turned to the correct page and filled in the reply! I mentioned that I was tape-recording all interviews, and making super-8 films of the graduates at work.

My letter mentioned also the fact that I had been unable to find any source of funds to pay for the necessary heavy expenses of travel, film recording tape, etc. No one sent any suggestions.

One person-- the student writer of a library school thesis-- did raise a point that no one else mentioned, and I have neglected. What about those who enter the program and do not finish? What do they think about the program? It is natural to take more interest in one's graduates, but those who fail to graduate may have data just as valuable. The person who mentioned it admitted she did not even know how many "dropouts" there had been during the period of her study, and made no attempt to locate them or to obtain their opinions.

It's hard to justify, especially in times when we are preparing people for a tight labor market, the profession's apparent indifference to the students passing through our programs. Is that too strong a way to put it? Perhaps I should say we do our best to hold students to certain standards as they take our courses, but we seem to devote little effort to discovering whether the things we teach them are of much use on the job. In the cases where students do not finish our programs at all, undoubtedly many fail because they lacked the drive or the intelligence. But we do not know. Nor do we know what is the problem with those who graduate and then do not succeed in getting jobs in their new profession. How do their opinions of the education we offer, differ from the opinions of those who successfully moved into good positions? I find little evidence in this survey of the other library schools to show that much is being done. All that my own paper does is help indicate where we need to act.

Note how many of the replying schools indicate they are undertaking a survey of graduates in order to meet ALA Accreditation Committee requirements. Would they never do so without that stimulus?

The few schools who sent copies of actual survey forms obviously had the same problem we had at Glassboro. If you make the form short, you get a good response but learn little. If you try asking many questions, with due regard for probing into the variables, it becomes very difficult to get good responses. This was why I felt so strongly that a personal interview program was required. It is also why I was convinced from the beginning that the "questionnaire" I used had to be non-rigid, more or less open-ended, to adapt easily to the different attitudes and conditions of each graduate. I can advise the other library schools that I believe it worked (especially with tape recording of interviews to supplement my notes) but that it makes analysis of the results devilishly complex. It's not like asking people to check boxes, where the results can be computer-tabulated. Perhaps we can do the check-boxes bit on our up-dating surveys in the future, but I am firmly sold on the idea that every once in a while you've got to go in person and ask open-ended.

There is a great temptation to get too far, here, into discussion of my own actual results, which belongs elsewhere in this paper. There is little or nothing further to say about my survey of other library schools, except to hope that the faculty at those schools do get copies of this paper and do read this section. If they do, I will deeply appreciate their comments and suggestions for our future surveys.

AMERICAN FEDERATION OF TEACHERS
1012 14th Street, N.W.
Washington, D. C. 20005

UNIONS, SCHOOL LIBRARIES, AND COLLECTIVE BARGAINING

April 24, 1975

Dear QuEST Consortium Participant:

The school library media center, commonly called "the heart of the school," has been the forgotten ingredient in many of our school systems and districts... that is, until UNION TEACHERS AND UNION SCHOOL LIBRARIANS joined forces to start implementing the words, ideas, and recommendations which they had garnered from courses, conferences, meetings, and (most especially) on-the-job experience.

A perusal of the attached school library media center contract items, sifted from recent teacher contracts, reveals the broad scope of topics, interests, and needs that have been dealt with in negotiations, and the extremely wide and significant areas of positive achievement covered by these collective bargaining agreements.

Thus the words, ideas, and recommendations from courses, conferences, meetings, and on-the-job experience (the professional dream) have become reality in many localities through the process of collective bargaining - - - and, of course, the solid alliance of Union Teachers and Union School Librarians.

We hope this brochure will serve as a useful and practical resource tool to assist you in your own translation of "Dreams into Reality."

Fraternally,

Irving Morris and Sylvia Mendlow

Irving Morris and Sylvia Mendlow,
Co-Chairmen, AFT QuEST Library Media Interest Group

P.S. For further information on School Libraries, Unions and Collective Bargaining, check with us ℅ Bob Bhaerman, or write to us at our home addresses:

Sylvia Mendlow, 97-11 Horace Harding Exp., Corona, N.Y. 11368 212 AR 1 - 5876
Irving Morris, 33-34 Crescent Street, LI.C., N.Y. 11106, 212 728 - 4078

(Note: this report was supplied to the present writer-- RSP-- by the authors listed above, for use with the research project at Glassboro. It was used originally at the QuEST Consortium, Chicago, Illinois, April 24-27, 1975: Library Media Interest Group Workshop, of which the co-authors were co-chairmen.)

BOOK SELECTION POLICY - GENERAL

"The Board of Education and the STA believe it to be the responsibility of the professional staff to recommend to the Superintendent instructional materials (librar books, periodicals, textbooks, supplementary textbooks, films, filmstrips, and recordi of the highest quality that will support the educational philosophy of the district.

"In accordance with the belief, the following policy statements will govern the selection of instructional materials in Central School District No. 2:

" 1. Materials will be selected that will enrich and support the curriculum taking into consideration the varied interests, abilities, and maturity levels of the pupils.

"2. Materials will be selected that will stimulate growth in factual knowledg literary appreciation, aesthetic values, and ethical standards.

"3. Materials will be selected that will provide a background of information which will enable pupils to make intelligent judgments in their daily lives.

"4. Materials will be selected that will present opposing sides of controversial issues so that young citizens may develop under guidance, the practice of critical reading and thinking.

"5. Materials will be selected that will be representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.

"6. Materials will be selected that present the many and varied aspects of our culture and society even though some aspects may be considered unsavory.

"7. The value and impact of any literary work will be judged as a whole taking into account the author's intent rather than as individual words, phrases, or incidents out of which it is made.

"8. Educators, remembering the maturity level of a child may recommend for individual reading, writings they feel will have educational significance for an individual student. "

- - - -Syosset Teachers Association (AFT/NEA) 1971-73, Art. 18, Pp. 30-1.

BOOK SELECTION POLICY - CONTROVERSIAL MATERIALS

"In selecting materials on subjects which are a matter of opinion, librarians will attempt to secure items which objectively present opposing views, so that student readers learn to make decisions fairly, objectively and independently.

"a. If any individual wishes to challenge the presence of any book or other item in a school library, he shall present reasons for such objections in writing to the librarian, who shall take the matter before a committee composed of the school principal, the librarian, a counselar from the school in question, a representative of the Department of Education and the Library Consultant.

"b. This committee shall decide whether the material in question shall be removed from the library, and the librarian shall inform the complainant in writing of the decision and the reasons for it. "

- - - - Guam Federation of Teachers, 1972-75, Art X, D.13. a & b

SCHOOL AND PUBLIC LIBRARIANSHIP

Florence Sellers, Program Advisor

The graduate program in school and public librarianship is designed to accommodate college graduates with various backgrounds who want a master's degree and certification as a school librarian or professional librarian.

CERTIFICATION

Successful completion of track A, B, C or D will lead to either the school librarian or professional librarian certificate.

PROGRAM DEGREE REQUIREMENTS

All curricula (except A) require 33 semester hours of course work to meet the requirements for the M.A. degree. A project submitted in written form, adhering to all standards of good professional writing, is required. Enrollment in 1601.600 requires the approval of the program advisor.

(NOTE added November 1975: this outline of the graduate programs is now being revised to meet new State certification requirements. It is included here because it was in effect at the time most of the interviewed graduates were at Glassboro.)

CURRICULUM A

For college graduates without teacher preparation who are working toward a School Librarian Certificate and the M. A. degree.

		S. H.
BASIC PROFESSIONAL		12
0821.502	Foundations of Education	
0822.512	Educational Psychology	
0829.550	Public School Curriculum	
	One other choice with the approval of the program advisor.	

LIBRARY SPECIALIZATION		27
1601.315	Book selection for Media Centers	
1601.325	Selection and Evaluation of Non-Print Materials	
1601.501	Library Organization and Management (with Practicum)	
1601.504	Introduction to Automation and Information Retrieval	
1601.505	Bibliography and Reference	
1601.507	Multi-Media in Libraries	
1601.511	Organization of Library Materials	

Select one course from among:

1601.512	Literature of Science
1601.513	Literature of Humanities
1601.514	Literature of Behavioral Sciences

Select one course between:

1601.519	Preparation of Inexpensive Instructional Media
1601.520	Investigations into Newer Educational Media

Seminar and Research

1601.600	and
1601.601	Current Issues in Library Science Seminar

TOTAL 45

CURRICULUM B

This curriculum is designed for college graduates without teacher preparation who are working toward a Professional Librarian Certificate and the M. A. degree.

Library Specialization 27

Required:

1601.501	Library Organization and Management
1601.505	Bibliography and Reference
1601.506	History of Books and Libraries
1601.510	Selection of Materials for Public Libraries
1601.511	Organization of Library Materials

Select three courses from among:
1601.502 Studies in Literature for Children
1601.503 Studies in Literature for Young Adults
1601.504 Introduction to Automation and Information Retrieval
1601.507 Multi-Media in Libraries
1601.508 Advanced Cataloging
1601.519 Preparation of Inexpensive Instructional Media
1601.520 Investigations into Newer Educational Media

Select one course from among:
1601.512 Literature of Science
1601.513 Literature of Humanities
1601.514 Literature of Behavioral Sciences

Seminar and Research 6
1601.600 and
1601.601 Current Issues in Library Science Seminar
TOTAL 33

CURRICULUM C

This curriculum is designed for college graduates who are fully certified teachers in fields other than library science and who wish school librarian certification and the M. A. degree

Library Specialization 27
Required:
1601.315 Book Selection for Media Centers
1601.501 Library Organization and Management
1601.505 Bibliography and Reference
1601.507 Multi Media in Libraries
1601.511 Organization of Library Materials

Select three courses from among:
1601.502 Studies in Literature for Children
1601.503 Studies in Literature for Young Adults
1601.504 Introduction to Automation and Information Retrieval
1601.508 Advanced Cataloging
1601.519 Preparation of Inexpensive Instructional Media
1601.520 Investigations into Newer Educational Media

Select one course from among:
1601.512 Literature of Science
1601.513 Literature of Humanities
1601.514 Literature of Behavioral Sciences

Seminar and Research 6
1601.600 and
1601.601 Current Issues in Library Science Seminar
TOTAL 33

CURRICULUM D

This curriculum is designed for college graduates who are fully certified as teacher librarians and who wish to attain school librarian certification and the M. A. degree.

Library specialization 27

Required:

1601.501 Library Organization and Management
1601.502 Studies in Literature for Children
or
1601.503 Studies in Literature for Young Adults
1601.504 Introduction to Automation and Information Retrieval
1601.507 Multi-Media in Libraries
1601.519 Preparation of Inexpensive Instructional Media
or
1601.520 Investigations into Newer Educational Media

Select three courses from among:

1601.325 Selection and Evaluation of Non-Print Materials
1601.505 Bibliography and Reference
1601.506 History of Books and Libraries
1601.508 Advanced Cataloging
1601.511 Organization of Library Materials

Select one course from among:

1601.512 Literature of Science
1601.513 Literature of Humanities
1601.514 Literature of Behavioral Sciences

Seminar and Research 6

1601.600 and
1601.601 Current Issues in Library Science Seminar

TOTAL 33